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# **FINAL EVALUATION OF POST- LITERACY PROGRAMME OF BALANGIR DISTRICT, ORISSA**

*Sponsored by*

**ZILLA SAKHYARATA ABHIJAN SAMITI  
BALANGIR, ORISSA**

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## **PREFACE**

The Evaluation of Post Literacy Programme (PLP) is to be conducted at two stages according to the guidelines of National Literacy Mission (NLM). The first is the Mid Term Evaluation which identifies bottlenecks, deficiencies and problems of the programme during its implementation period. The corrective measures to be taken by the Saksharata Samitis are also suggested in the Evaluation. The second is the Final Evaluation which is to be carried at the end of the PL Programme. The focus of the final evaluation remains on the impact of PL Programme on learners and community, besides examining the status of teaching/learning.

The Zilla Sakhyarata Abhijan Samiti, Balangir, Orissa commissioned the Giri Institute of Development Studies, Lucknow to conduct the Final Evaluation of the Post Literacy Programme implemented by it in the Balangir district of Orissa.

We are very much obliged to Ms. CTM Suguna, IAS, the present Collector & Chairman of Zilla Sakhyarata Abhijan Samiti, Balangir for providing us the opportunity to conduct the final evaluation of Post Literacy Programme of the District. We also feel grateful to Mr. C.S. Kumar, IAS, previous collector of the district for selecting our Institute to conduct the final evaluation.

We express our deep sense of gratitude to Mr. D.D. Jena, OAS (II), the Secretary of the Zilla Sakhyarata Abhijan Samiti, Balangir for taking keen interest in the evaluation and extending all necessary support to us. We are also grateful to Mr. Shyam Sundar Acharya, District Coordinator of the ZSAS who remained involved with us all through the evaluation. We feel that without the support of Mr. Acharya, the evaluation would have been difficult for us. Mr. Mahesh Patnaik, Statistical Assistant cum Accountant at ZSAS has been quite friendly to us in providing the data of Post Literacy Programme. The other Volunteers and Activists associated with ZSAS like GP, Block coordinators and NGO representatives were quite helpful during the Evaluation.

We feel obliged to Mr. Mushtaq Ahmed, Chairman, National Core Group of Evaluation, National Literacy Mission, Government of India for his encouragement and guidance during the study. We are also thankful to our friend Dr. N.K. Srivastava, Coordinator and Head, REM Department, SRC, U.P. for his guidance.

(ii)

We express our gratitude to Prof. G.P. Mishra, Director, Giri Institute of Development Studies for his guidance and encouragement.

The research team of the study at the Institute comprising Mr. Brijesh Tewari, Mr. Ajay Kumar Singh and Mr. Zameer Ahmed did their best to complete the difficult task of computerisation and tabulation and hence they deserve our appreciation. We are also thankful to the investigators appointed for test administration and data collection.

In the last but not the least, we are thankful to Mr. Devanand S for Wordprocessing the manuscript efficiently.

**FAHIMUDDIN  
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## **EXECUTIVE SUMMARY OF POST LITERACY PROGRAMME (PLP): BALANGIR DISTRICT, ORISSA**

1.	Composite quality of PL Index (Percentage)	53.80
2.	Date of Sanction of the Project	5 October, 1995
3.	Amount Sanctioned (Rs. in lakh)	225.00
4.	Duration of PL Project	TWO YEARS
5.	Date of Release of Instalments: (a) First	7 March, 1996 & 15 March, 1996
	(b) Second (Partly)	8 April, 1999 & 20 April, 1999
6.	Date of commencement of PL Project	October 2, 1996
7.	Date on which the result of door to Door survey was finalized	8 February, 1996
8.	Target Number of learners as per Survey:	
	(a) TLC qualified (as per NLM norms)	3,24,648
	(b) Could not achieve NLM norms	1,00,171
	(c) Drop-outs	13,405
	(d) Could not be enrolled under TLC	4,906
	(e) New entrants	42,545

9. Date on which PL evaluation contract  
Was signed with ZSAS, Balangir

**26 July, 2000**

10. Date on which evaluation process  
Started

**October 20, 2000**

11. Date on which final report was  
Submitted to ZSAS, Balangir

**29 December, 2000**

12. Sample Size

LEARNERS	TARGET	ACTUAL (GENUINE LEARNERS)
For PL	4828	4470
For Mopping up	2225	1980
For in-depth Study	1000	1010

## **BACKGROUND DATA**

### **POST LITERACY PROGRAMME IN BALANGIR DISTRICT, ORISSA**

1.	Date of Sanction of Project	5 OCTOBER, 1993
2.	Date of Completion of Re-Survey	8 FEBRUARY, 1996
3.	Total Number of learners as per resurvey:	
(a)	TLC qualified as per NLM norms	3,24,648
(b)	Could not qualify	1,00,171
(c)	Drop-outs	13,405
(d)	Could not be enrolled under TLC	4,906
(e)	New Entrants	42,545

#### **4. Break-up of Target Learners**

<b>PHASE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>	<b>SC</b>	<b>ST</b>
PLP	1,21,246	1,38,754	2,60,000	63,285	81,301
Mopping up	2,60,89	29,861	55,950	12,555	17,495

5. Percentage of Learners made literate  
As against the target group in TLC  
(as per external evaluation)

59.78 Per cent

6. Agency which undertook the TLC evaluation:

**CONCURRENT EVALUATION: ZSAS, BALANGIR**

**DURATION : 7 & 8 AUGUST, 1995**

**EXTERNAL AEVALUATION: OPERATIONS RESEARCH GROUP,  
BHUBANESWAR**

**DURATION : 30-7-1996 TO 8-8-1996**

7. Date on which External Evaluation Report  
Was submitted to ZSAS:

13 December, 1996

8. Name of the agency which prepared  
PL - Primer:

**Academic Committee of  
Zilla Sakhyarata Abhijan  
Samiti, Balangir**

9. List of Additional/Supplementary  
Materials provided to learners:

**Please see the list on  
Page No.**

10. Number and components of skill  
Development programmes made available  
to the learners:

**No Skill Development  
Programme was made  
available under PLP**

10.a. Number of Learners benefitted:

**NIL**



## 11. Teaching/Learning Process

		<b>PL Learners</b>	<b>Mopping up Learners</b>
<b>a.</b>	<b>Starting Date</b>	<b>2 October, 1996</b>	<b>2 October, 1996</b>
<b>b.</b>	<b>Completion date</b>	<b>30 June, 2000</b>	<b>30 June, 2000</b>
<b>c.</b>	<b>Total Programme Duration</b>	<b>3 years, 8 months</b>	<b>3 years, 8 months</b>
<b>C.1</b>	<b>Dormant Period</b>	<b>1 year, 8 month (August, 1997 to April, 1999)</b>	<b>1 year, 8 month (August, 1997 to April, 1999)</b>
<b>C.2</b>	<b>Total Period of effective teaching</b>	<b>Two years</b>	<b>Two years</b>

12. Number of Learners Studying PL Primer-I

33,824

12.a Number of Learners completed PL Primer

2,07,541

13. Total Number of blocks/urban areas in Balangir district

14 blocks, 3 Notified Area Councils and 1 Municipality

14. Total Number of Gram Panchayats in Balangir district

241

15. Total Number of villages in Balangir District

1761

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# CHAPTER I

## INTRODUCTION

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### **1.1 POST LITERACY PROGRAMME (PLP):**

**T**HE POST LITERACY PROGRAMME (PLP) is the next step after Total Literacy Campaign (TLC). During the TLC, emphasis is given on teaching/learning of illiterates so that they could acquire the NLM prescribed literacy level. Under the Post Literacy Programme, besides teaching/learning, a developmental and functional orientation to literacy is provided by way of greater awareness generation among the learners so that they could become capable of overcoming the impediments which stand in their way of socio-economic development. Thus, the main focus of Post-Literacy Programme remains on reducing the constraints of socio-economic development so that economically and socially deprived neo-literates could collectively assert their right to achieve greater social and economic independence. The efforts are also steered to sustain the spirit of voluntarism that was generated during the TLC phase.

## **1.2 EVALUATION OF POST LITERACY PROGRAMME:**

The National Literacy Mission (NLM) has prepared a standardised methodology for the evaluation of Post Literacy Programme (PLP). According to it, the PLP evaluation may be conducted at two stages during the programme. The first stage is the mid-term Evaluation and the second is the Final Evaluation. The mid-term may be undertaken during the mid period of programme. The main objective of mid-term evaluation is to identify programme deficiencies so as to enable the ZSS to adopt corrective measures. The objective of final evaluation is to assess the outcome of various objectives of the PL programme. The NLM, has generally sanctioned the Post Literacy Programme of two years duration. The final evaluation of Post Literacy Programme, having two years duration has been proposed to be conducted during 23<sup>rd</sup> month of the programme. The government sanctioned the Post Literacy Programme for Balangir district, Orissa for two years. However, the Zilla Sakhyarata Abhijan Samiti (ZSAS), Balangir obtained the extension of programme beyond two years and claims to have completed it on 30 June 2000. The commissioning of Giri Institute of Development Studies, Lucknow for the final evaluation of Post Literacy Programme by the Zilla Sakhyarata Abhijan Samiti, Balangir, can be regarded as timely action on its part. Though the fact remains there that ZSAS, Balangir did not conduct mid-term evaluation of its Post Literacy Programme.

Therefore, the present evaluation is the final evaluation of the Post Literacy Programme of Zilla Sakhayarata Abhijan Samiti, Balangir, implemented by it in whole of the Balangir district of Orissa.

### **1.3 OBJECTIVES:**

The NLM has prescribed the evaluation of following seventeen (17) objectives of the Post Literacy Programme.

- 1. To study the extent to which the corrective measures suggested during the mid-term evaluation were implemented by the ZSAS.**
- 2. To assess the accuracy of the re-survey carried out at the beginning of the PL Programme.**
- 3. To evaluate the impact of the second round of environment building activities.**
- 4. To accurately estimate the success of mopping up operation.**
- 5. To accurately estimate the number of persons who have completed Primer-II and III.**
- 6. To accurately estimate the number of persons who have completed PL primer.**
- 7. To accurately estimate the number and percentage of persons made literate during the TLC as well as PLP phase.**
- 8. To study the quality of Post Literacy Materials produced, procured and distributed.**

9. **To study how the libraries have been organised and how much access neo-literates have to the reading material by way of access through reading facility, borrowing facility and sale facility.**
10. **To assess how the VTs have been chosen, whether their average age is above 25 years and whether they are invariably the non-students.**
11. **To study the quality of training programme and how effectively, how often and how consistently the VTs have been trained.**
12. **To study the impact of vocational and skill development programmes on individual learners and the community.**
13. **To study the awareness level of neo-literates and the access they have to various development programmes.**
14. **To study the extent to which learners in particular and the community in general have been able to overcome the impediments, which stand in their way for achieving socio-economic development.**
15. **To study the impact of activities initiated for the empowerment of women.**
16. **To study the direct and indirect impact of PL programme on individual learners and the community.**
17. **To study the preparedness of a ZSAS for the launching of Continuing Education Programme (CEP).**



## **1.4 METHODOLOGY:**

The Zilla Sakhyarata Abhijan Samiti (ZSAS), Balangir, Orissa implemented the Total Literacy Campaign (TLC) and Post Literacy Programme (PLP) in the entire Balangir district, which comprised of 14 Development Blocks, 3 notified area councils and one municipality. The ZSAS maintained the block and urban area-wise statistics of the Post Literacy Programme.

### **1.4.1 THE SAMPLE:**

During the Post Literacy Programme, two type of learners were enrolled for teaching/learning and initiating actions for their socio-economic upliftment. The first category of the learners was that of the Neo-literates. The Neo-Literates were those learners who were covered during the Total Literacy Campaign. The second category of learners was known as mopping up learners who included (i) left out learners of TLC phase, (ii) new interested learners and (iii) dropout learners of TLC phase re-enrolled during the Post Literacy Programme. As suggested in the guidelines for the evaluation of Post Literacy Programme, a sample of 2 per cent or 5000 (whichever is minimum) of the Neo-Literates was to be selected and tested in reading, writing and arithmetic. A sample of 1000 learners were selected and to be interviewed, to assess the impact of PL Programme on the learners and community, such as vocational and skill development, empowerment of women and efforts for socio-economic development. Besides, a sample of 5

per cent of the mopping-up learners was to be selected to test the status of literacy skill of the mopping-up learners in reading, writing and arithmetic.

The data furnished by the Zilla Sakhyarata Abhijan Samiti, Balangir, indicated that a total number of 2,60,000 neo-literates were identified as target learners against these, 2,41,365 neo-literates were enrolled. Following the NLM guidelines of selecting 2 per cent of the enrolled learners as sample, a total of 4,828 neo-literates were decided to be taken as sample. However, on account of severe drought conditions prevailing in the district at the time of evaluation, 306 neo-literates could not be available and the sample size remained 4522 neo-literates. Out of these 4,470 were the genuine neo-literates and 52 were identified to be the proxy learners.

The data of ZSAS showed that a total of 55,950 were the target mopping up learners. While the enrolled mopping up learners were 44,513. Here again following the NLM guidelines, 5 per cent sample size was decided. But 204 mopping up learners could not be available. In this way, a sample of 2,021 of mopping up learners was taken up which included 1,980 genuine learners and 41 proxy learners.

The NLM guidelines suggested, that at least the learners from 10 blocks are to be selected as sample for the evaluation of TLC/PLP. The Balangir district of Orissa comprised of 14 blocks, 3 NAC's and one municipal area. Therefore, it was decided to select 10 blocks, 2 NACs and one municipality as a sample area of the evaluation. All the 14 blocks of the district were

arranged alphabetically and 10 blocks were selected on the basis of Random Number Table. Similarly, 2 NAC's were selected. The Balangir municipal area was also selected in the sample. The block-wise selection of sample learners was made from 2 Gram Panchayats of each block. For this exercise, all the Gram Panchayats were arranged alphabetically and two Gram Panchayats were selected randomly. The size of sample neo-literates from each block was decided on the basis of proportionate random sampling technique. The same methodology was adopted in the sample selection of mopping up learners and neo-literates selected for indepth interview and discussion.

The block-wise number of sample neo-literates, sample mopping up learners and sample neo-literates selected for interview/discussion have been presented in Annexure I, II and III.

#### **1.4.2 DATA COLLECTION AND TEST ADMINISTRATION:**

The primary as well as secondary data were collected to study all the seventeen objectives as prescribed in the NLM guidelines. The two set of schedules - one for VG's and other for PL learners were designed. Besides, two type of test papers, one for mopping up learners and other for neo-literates were designed and used to test the learning skill in reading, writing and numeracy. The test papers were compatible with the model test papers suggested by the NLM and were in conformity with the primers used by the ZSAS. The test papers were written in Oriya language. The project directors

and research staff of the Giri Institute of Development Studies, Lucknow and test administrators appointed exclusively for this evaluation also participated in the data collection.

#### **1.4.3 DATA PROCESSING:**

The entire data processing was done on computer using MS-Office 98. The MS Excel package was used for analysis and MS Word for word processing.

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## CHAPTER II

# POST LITERACY PROGRAMME IN BALANGIR DISTRICT, ORISSA

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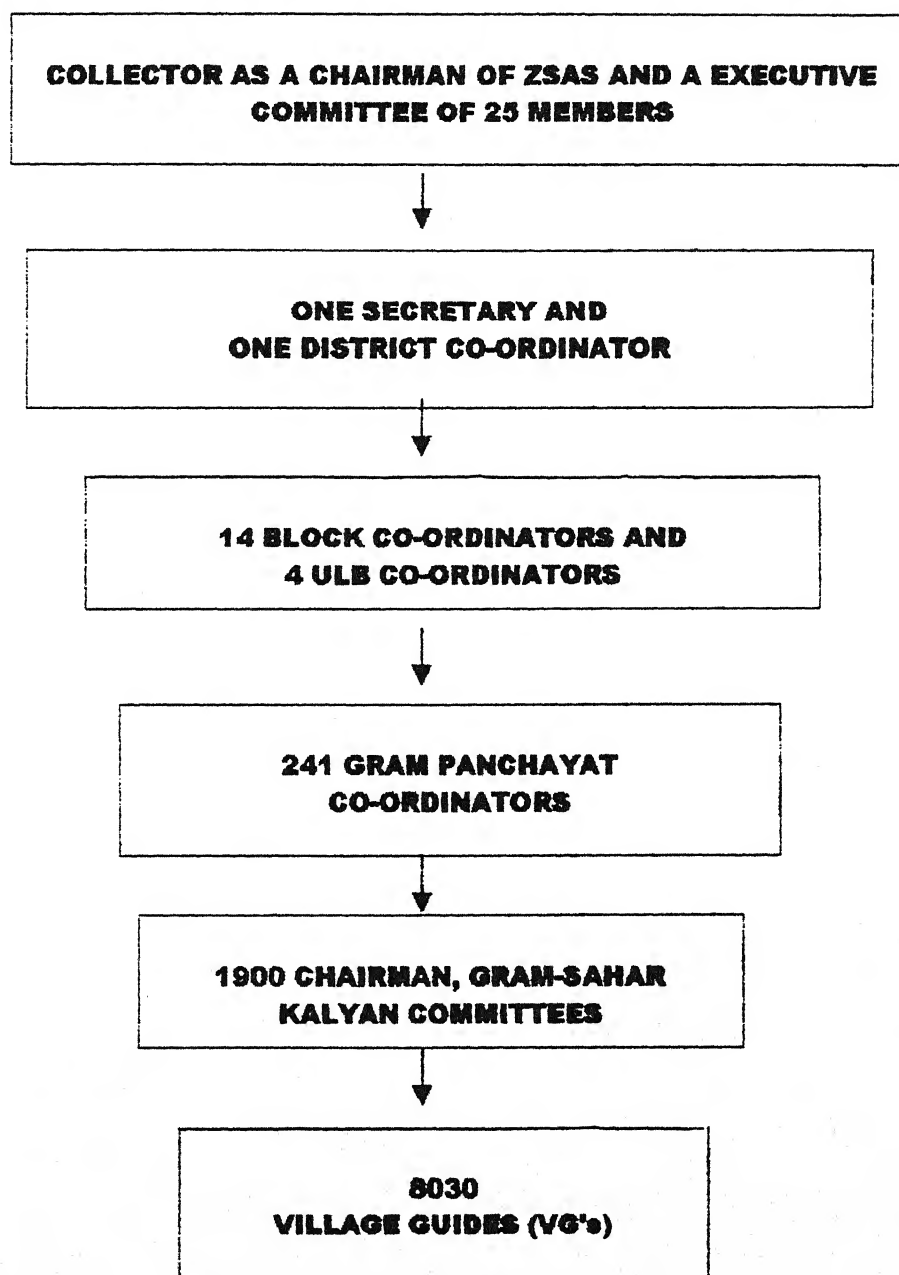
### 2.1 BACKGROUND:

**T**HE Balangir district of Orissa, like other districts of the State constituted its Zilla Saksharata Samiti (ZSS) by naming it Zilla Sakhyarata Abhijan Samiti (ZSAS). The ZSAS was registered under the Societies Registration Act, 1860. It received the sanction of Total Literacy Campaign on 8 October, 1992 but the TLC was actually launched on 26 September, 1993. The TLC project was of one year duration but it continued upto 30 June, 1996. In the meantime, on 5 October, 1995, Government sanctioned the Post Literacy Programme for the district. The Post Literacy Programme was initiated in the district on 2 October, 1996 and it continued upto 30 June, 2000, though the programme duration was of two year only. In this way, the total duration of Post Literacy Programme in Balangir district was 3 years 8 months.



## **2.2 STRUCTURE OF ZSAS DURING POST LITERACY PROGRAMME**

The collector of Balangir district was the Chairman of ZSAS and there was a Executive Committee, comprising of 25 members. Besides, there were one Secretary and one district Co-ordinator, 14 block and 4 ULB Co-ordinators, 241 Gram Panchayat Co-ordinators, 1900 Chairman, Gram/Sahar Kalyan Committees and 8030 village guides, to manage the programme. Since the Post Literacy Programme was the Centre based programme, ZSAS named the Centres as Gram Kalyan Kendra (GKK) and Sahar Kalyan Kendra (SKK). The GKK and SKK were the gross-root Centres where various activities of PL Phase were carried through. In brief, the ZSAS has the following structure during Post Literacy Programme in Balangir district of Orissa.

**COMPOSITION OF ZILLA SAKHYARATA ABHIJAN SAMITI, BALANGIR**

Source: Zilla Sakhyarata Abhijan Samiti, Balangir

## 2.3 SUMMARY OF TOTAL LITERACY CAMPAIGN AND POST LITERACY PROGRAMME: BALANGIR DISTRICT:

*The brief statistics of Total Literacy Campaign and Post Literacy Programme of Zilla Sakhyarata Abhijan Samiti, Balangir are as follows:*

**TABLE II.1 TOTAL LITERACY CAMPAIGN AND POST LITERACY PROGRAMME: BALANGIR DISTRICT, ORISSA**

### (SUMMARY INFORMATION)

1. Date of Sanction: TLC: 8-9 OCTOBER, 1992 PLP: 5 OCTOBER, 1995
2. Amount Approved (Rs. in lakh): TLC: 390.00 PLP: 225.00
3. Duration: TLC : SEPTEMBER, 1993  
TO JUNE 1996 PLP: OCTOBER, 1996 TO  
JUNE, 2000
4. Details of Release in lakh:

TOTAL LITERACY CAMPAIGN					
INSTALMENT	NLM		STATE		TOTAL
	DATE	AMOUNT	DATE	AMOUNT	AMOUNT
I	01-03-1993	33.00	08-04-1993	15.00	103.00
			08-10-1993	55.00	
II	10-05-1993	175.00	15-11-1994	18.52	209.00
			17-03-1996	15.48	
<b>TOTAL</b>		<b>208.00</b>		<b>104.00</b>	<b>312.00</b>
POST LITERACY PROGRAMME					
I	07-03-1996	75.00	15-03-1996	37.50	112.50
II	20-04-1999	20.00	08-04-1999	10.00	30.00
<b>TOTAL</b>		<b>95.00</b>		<b>47.50</b>	<b>142.50</b>

## 5. Survey Details (Age-group 9-45 years):

<b>TOTAL LITERACY CAMPAIGN</b>					
Date of Completion	Total	Male	Female	SC	ST
30-12-1992	4,43,130	1,61,205	2,81,925	92,927	1,23,529
<b>POST LITERACY PROGRAMME</b>					
-	2,60,000	1,21,246	1,38,754	58,345	83,452

## 6. Teaching/Learning Starting Date:

TOTAL LITERACY CAMPAIGN	26-09-1993
POST LITERACY PROGRAMME	02-10-1996

## 7. Campaign Status as on 30 September, 2000:

	ENROLMENT IN TLC	ENROLMENT IN PLP
TOTAL	4,38,224	2,41,365
MALE	1,60,947	1,20,572
FEMALE	2,77,277	1,20,793
S C	89,728	61,413
S T	1,17,332	82,796

## 8. Progress in TLC Phase:

PRIMER	<b>STILL LEARNING</b>				
	TOTAL	MALE	FEMALE	SC	ST
PRIMER I	13,897	1,147	12,750	5,882	5,490
PRIMER II	33,249	1,051	32,198	2,126	10,713
PRIMER III	24,664	4,546	20,118	9,238	10,654

PRIMER	<b>COMPLETED</b>				
	TOTAL	MALE	FEMALE	SC	ST
PRIMER I	3,87,638	1,59,800	2,27,838	51,485	89,657
PRIMER II	3,54,389	1,58,749	1,95,640	49,303	78,383
PRIMER III	3,29,725	1,54,203	1,75,522	39,473	54,114

### 9. Progress in Post Literacy Phase:

PARTICULAR	MALE	FEMALE	SC	ST	TOTAL
Number Completed PL - Primer	98,867	1,08,674	36,915	39,691	2,07,541
Number attending Centres on an average	1,20,006	1,19,816	58,653	80,987	2,39,822
Number continued to attend Centres even after completion of PL-Primer	1,20,006	1,19,816	58,653	80,987	2,39,822

### 10. Item-wise Approved Budget of PL Programme (Rs. in lakh):

SL. NO.	ITEMS	APPROVED BUDGET	PERCENTAGE	CUMULATIVE EXPENDITURE	PERCENTAGE
1.	Learning Materials	107.59	47.82	68.12	49.24
2.	Training	30.72	13.65	4.96	3.58
3.	Environment Building and Motivation	23.21	10.32	13.80	9.97
4.	Project Management & Monitoring	34.48	15.32	19.79	14.30
5.	Cost of Supervision & Evaluation	15.00	6.67	7.33	5.30
6.	Survey	2.00	0.89	0.66	0.48
7.	Prize	2.00	0.89	0.01	0.01
8.	Contingencies	10.0	4.44	4.66	3.37
9.	Loan to TLC A/c	-	-	19.03	13.75
	<b>TOTAL</b>	<b>225.00</b>	<b>100.00</b>	<b>138.36</b>	<b>100.00</b>

### 11. Expenditure Details:

PARTICULAR	TOTAL LITERACY CAMPAIGN			POST LITERACY CAMPAIGN		
	NLM	STATE	TOTAL	NLM	STATE	TOTAL
Total Receipt	208.00	104.00	312.00	95.00	47.50	142.50
Interest Accrued	-	-	18.98	-	-	6.15
Diversion from PLC to TLC	-	-	19.03	-	-	-
Loan from Sister Organisation	-	-	-	-	-	3.54
Refund from BDO's	-	-	-	-	-	1.06
Total Receipt	208.00	104.00	350.01	95.00	47.50	153.25
Total Expenditure	-	-	350.00	-	-	139.86
Balance	-	-	00.01	-	-	13.39

## 12. Status of Teaching/Learning Materials:

TYPE OF PL MATERIALS		NUMBER OF SETS DISTRIBUTED
<b>READING MATERIALS:</b>		
(a)	Primer-Nua Patha	2,50,000
(b)	Supplementary Readers (Library Books)	4,72,500
<b>SPORTS MATERIALS</b>		
(a)	Football	1900
(b)	Chess & Chasment	1900
(c)	Ludo, Snake & Ladder	1900
(d)	Ring-ball with net	1900
(e)	Tin box	1900
(f)	Point Board	1133
<b>CULTURAL MATERIALS</b>		
(a)	Dholak	1900
(b)	Gini	1900
(c)	Jhumuka	1900
(d)	Flute	1900
(e)	Attendance Registers	1900
(f)	Stock Registers	1900

## 13. Evaluation of Total Literacy Campaign:

### 1. CONCURRENT EVALUATION:

- (a) Agency: Zilla Sakhyarata Abhijan Samiti, Balangir.  
 (b) Duration: 7 August, 1995 to 8 August, 1995  
 (c) Achievement: 63 per cent

### 2. EXTERNAL EVALUATION:

- (a) Agency: Operation Research Group, Bhubaneswar  
 (b) Duration: 30 July, 1996 to 8 August, 1996  
 (c) Achievement: 61 per cent



#### 14. Evaluation of Post Literacy Programme:

1. **MID-TERM EVALUATION:** *Not Done*
2. **FINAL EVALUATION:**
  - (a) **Agency** : *Giri Institute of Development Studies, Lucknow*
  - (b) **Duration** : *20 October, 2000 to 20 January, 2000*

### 2.4 OUTCOME OF TOTAL LITERACY CAMPAIGN:

The data provided by the Zilla Sakhyarata Abhijan Samiti, Balangir showed that 4,43,130 non-literates were identified as the target learners for coverage during Total Literacy Campaign period in Balangir district. Out of these target non literates, 4,38,224 non-literates were enrolled for teaching/learning. Thus, the proportion of enrolled learners in target learners remained 98.89 per cent. According to ZSAS, 2,61,970 learners obtained the NLM norms. In this way, those attained norms constituted 59.78 per cent in enrolled learners and 59.12 per cent in target learners according to the external evaluation of Total Literacy Campaign in Balangir district.

### 2.5 OBJECTIVE OF MOPPING UP OPERATION:

The objective of mopping up operation was to assess the number of non-literates who could not be made literate during TLC phase. It was also to enumerate the left over illiterates and new non-literates entrants because of time lag of the TLC phase. These non-literates were to be enrolled for teaching/learning of three TLC primers. In this way, the non-literates thus

identified were treated as mopping up learners during the post literacy phase and focus remained on making them literate during PL phase.

## **2.6 MOPPING UP OPERATION IN BALANGIR, DISTRICT:**

According to the data furnished by the ZSAS, Balangir, a total of 4906 non-literates could not be enrolled during the TLC phase. Besides, 8499 learners who were enrolled during TLC period dropped out. The ZSAS identified 42,545 new interested learners for enrolment during PL Phase. In this way, a total of 55,950 non-literates were identified as shown in the following Table II.3.

**TABLE II.2 : MOPPING UP LEARNERS IN BALANGIR DISTRICT**

<b>SL.NO</b>	<b>PARTICULAR</b>	<b>NUMBER</b>
1.	Number of Non-Literates who could not join TLC	4,906
2.	Number of enrolled learners dropped out during TLC phase	8,499
3.	New Interested Learners	42,545
	<b>TOTAL</b>	<b>55,950</b>

**Source: Zilla Sakhyarata Abhijan Samiti, Balangir**

## **2.7 SUCCESS OF MOPPING UP OPERATION:**

The success of mopping up operation of the ZSAS, Balangir can be assessed by analysing the (i) Number of non-literates enrolled during mopping up operation as against the number of non-literates identified, (ii) the number of learners completed Primer-III among the learners enrolled and the (iii) number of learners who could achieve the NLM prescribed success norm. The number of enrolled learners dropped out during the mopping up operation and the number of learners who could not achieve the NLM norms also indicated the extent of success of mopping up operation.

The data furnished by ZSAS indicated that out of total 55,950 non-literates identified during mopping up operation, 48,242 non-literates (86.22 per cent) could be enrolled for teaching/learning in entire Balangir district. In this way, it became evident that ZSAS could enroll sizeable proportion of the non-literates identified by it as mopping up learners and substantial gap did not remain between target non-literates and enrolled non-literates during Post-Literacy Programme period.

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**TABLE II.3 ENROLMENT OF MOPPING UP LEARNERS IN  
BALANGIR DISTRICT**

SL.NO.	LEARNERS ENROLLED	NUMBER
1.	Left out learners of TLC enrolled	4,006
2.	Drop-out learners re-enrolled	7,499
3.	Interested Learners enrolled	36,737
	<b>TOTAL LEARNERS ENROLLED</b>	<b>48,242</b>

**Source: Zilla Sakhyarata Abhijan Samiti, Balangir**

The data as evident from Table II.4 indicated that 82 per cent of the left out non-literates of TLC phase, 88 per cent of drop out learners and around 86 per cent of new interested learners were found to have been enrolled during post literacy phase in the district. Thus the enrolment of non-literates by the ZSAS, Balangir during post literacy period was, no doubt, satisfactory.

## **2.8 LEARNERS COMPLETED PRIMER II AND III:**

The data furnished by the ZSAS showed that upto September, 2000, 3,54,389 learners of TLC phase and 38091 learners of PL period completed primer II. Thus, 80.87 per cent of the enrolled learners of TL phase and 78.96 per cent enrolled learners of PL phase completed Primer - II in Balangir district.

The number of learners who completed Primer III during the TLC phase were 3,29,725 as against the enrolled learners of 4,38,224. The learners who completed Primer - III during PL period were 39671 against the enrolled learners of 48,242 in PL phase.

## **2.9 LEARNERS COMPLETED PL PRIMER:**

The ZSAS has reported that as on September, 2000, a total of 20,07,541 neo-literates completed PL Primer from the enrolled neo-literates of 2,41,365 of PL period. In this way, ZSAS reported that 85.99 per cent of the enrolled neo-literates completed PL-Primer in Balangir district upto September, 2000.



## **2.10 ESTIMATED NUMBER AND PERCENTAGE OF LEARNERS MADE LITERATE DURING TLC AND PL PHASES:**

The data furnished by the ZSAS revealed that a total of 3,29,725 learners completed Primer-III in TLC phase and learners completed primer-III during PL phase. Thus, a total of 3,69,396 non-literates were made literate by the ZSAS during TLC and PLP phases in Balangir district. The proportions of non-literates made were 75.93 per cent of enrolled and 52.54 per cent of target learners of both phases.

## **2.11 PER LEARNER ZSAS EXPENDITURE:**

The per learner cost of ZSAS in terms of sanctioned amount, released amount and expenditure made during Post Literacy Programme period indicated that ZSAS remained economical while making expenditure. The per learner sanctioned amount was Rs.93.22 while the per learner amount received which included the amount received from Centre and State governments, banks interest, loan from sister organisation and refund from BDO's was Rs.63.49. The ZSAS made expenditure of Rs.57.95 per learner during PL period.

## **2.12 AN OVERVIEW:**

The above analysis revealed the fact that ZSAS achievement in terms of enrolment of learners during Total Literacy Campaign and Post Literacy period was found to be satisfactory. The proportions of learners who attained NLM norms out of total target and enrolled learners in the district were also indicative of satisfactory outcome.

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## CHAPTER III

# **STATUS OF ACHIEVEMENT IN LITERACY SKILLS: POST LITERACY PROGRAMME IN BALANGIR DISTRICT**

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**A**s mentioned earlier that two type of learners were enrolled for teaching/learning during the Post Literacy Programme. One group was of the non-literates who could not be covered during the Total Literacy Campaign because of their non-enrolment or drop-out. The other group was of the neo-literates who were enrolled for the retention and upgradation of literacy skills acquired by them during the period of Total Literacy Campaign. The evaluation of the status of literacy achievement of both categories of learners was required to assess the success of the Post Literacy Programme implemented by the Zilla Sakhyarata Abhijan Samiti, Balangir. Two sets of test papers were developed based on test papers suggested by the National Literacy Mission in its guidelines of the evaluation of Post Literacy Programme. Each test paper consisted of 100 marks. The weightage to the competency areas in terms of the marks allotted was reading 40, writing 30 and arithmetic 30 marks. The analysis of marks obtained in total and reading, writing and arithmetic was also carried out as suggested by the NLM, besides analysing

the average marks obtained by the both categories of learners in each of the literacy skills.

**TABALE III.1 : BLOCK-WISE DISTRIBUTION OF SAMPLE NEO-LITERATES OF BALANGIR DISTRICT OBTAINING NLM NORMS**

SL. NO.	BLOCKS	Sample No. of Neo-Literates	Sample Neo-Literates attaining Norms	Percentage
1.	Balangir	285	142	49.82
2.	Deogaon	640	418	65.31
3.	Gudvella	235	112	47.66
4.	Khaprakhol	406	221	54.43
5.	Loisingha	389	209	53.73
6.	Muribahal	546	256	46.89
7.	Patnagarh	508	378	74.41
8.	Puintala	332	142	42.77
9.	Saintala	471	291	61.78
10.	Titilagarh	539	301	55.84
11.	Balangir (Municipality)	54	24	44.44
12.	Patnagarh (NAC)	40	21	52.50
13.	Titilagarh (NAC)	25	13	52.00
	<b>TOTAL</b>	<b>4470</b>	<b>2528</b>	<b>56.55</b>

Source: *Based on test result*

### **3.1 SUCCESS OF NEO-LITERATES**

The retention and upgradation of literacy skills acquired by the neo-literates during the TLC phase were evaluated by taking the test of neo-literates. The evaluation guidelines for the post literacy programme of the National Literacy Mission did not mention any cut off point of marks to be obtained by the neo-literates to be treated as successful or otherwise. According to Dave Committee recommendations, expected proficiency in different skills of

reading, writing and numeracy could be obtained during the post literacy phase. Hence, we have followed NLM criteria of achieving proficiency in these areas of literacy i.e., 70 per cent marks in total 100 marks and 50 per cent in each skill of reading, writing and arithmetic. Accordingly, those neo-literates were sort out who obtained the success, as per the NLM norms of achieving 70 per cent and above marks in total marks and 50 per cent and above marks in each literacy skill.

Hence, those neo-literates who achieved NLM prescribed success were sorted out block-wise and shown in Table III.1. It reflected from the table that 56.55 per cent of the sample neo-literates attained the success. However, the result showed a very erratic scenario across different blocks. The neo-literates of Balangir, Gudvella, Muribahal, Puintala and Balangir (municipality) showed poor success rate. While in Deogaon, Patnagarh, Saintala and Titilagarh blocks, results were quite good. The performance level of neo-literates belonging to Khaprakhol, Loisingha, Patnagarh (NAC) and Titilagarh (NAC) were found to be near to average level. Thus, it became evident from the table that around 57 per cent of the total neo-literates in the district appeared to have achieved success. However, intra-block variations in literacy achievement were sharply evident.

It was also examined in Table III.2 and Annexure IV that how many of the tested neo-literates obtained 70 per cent marks in total 100 marks. It became evident from the table that 64.77 per cent of the sample neo-literates obtained 70 per cent marks. Besides, 19.13 per cent of the total neo-literates were



found close to achieve the 70 per cent limit. Here again the intra-block variations were very much evident. The status of achieving 70 per cent marks was significant in Deogaon, Patnagarh and Saintala blocks.

**TABLE III.2 : DISTRIBUTION OF NEO-LITERATES OF BALANGIR DISTRICT ACCORDING TO TOTAL MARKS OBTAINED (MAXIMUM MARKS = 100)**

MARKS	NO. OF NEO-LITERATES TESTED	PERCENTAGE
0 - 49	280	6.26
50 - 59	440	9.84
60-69	855	19.13
70 & above	2895	64.77
<b>TOTAL</b>	<b>4470</b>	<b>100.00</b>

Source: *Based on test result.*

### 3.2 **SUCCESS OF NEO-LITERATES IN READING**

The National Literacy Mission has recommended that for achieving success in each literacy skill of reading, writing and arithmetic, a learner should obtain 50 per cent of

marks allotted to that skill. Accordingly, block-wise neo-literates were classified based on the marks obtained by them in reading in Table III.3 and Annexure - V. The result as reflected from the Table showed that 83.94 per cent of the total sample neo-literates achieved the NLM expected proficiency in reading. Besides, 7.74 per cent of them were found to be close to achieving the NLM prescribed cut-off point. Thus, the success of neo-literates in Balangir district was found to be quite satisfactory as far as the reading skill was concerned.

**TABLE III.3 : DISTRIBUTION OF NEO-LITERATES ACCORDING TO TOTAL MARKS OBTAINED IN READING (MAXIMUM MARKS = 40)**

MARKS	NUMBER OF NEO-LITERATES TESTED	PERCENTAGE	
0 - 4	40	0.89	
5 - 9	110	2.46	
10 - 14	222	4.97	
15 - 19	346	7.74	
20 - 24	721	16.13	<b>83.94</b> <b>Per-</b> <b>cent-</b> <b>age</b>
25 - 29	999	22.34	
30 - 34	1313	29.37	
35 & Above	719	16.09	
<b>TOTAL</b>	<b>4470</b>	<b>100.00</b>	

Source: *Based on Test Result.*

### 3.3 SUCCESS OF NEO-LITERATES IN WRITING

The status of retention and upgradation of literacy skill of neo-literates in writing was examined in Table III.4 and Annexure VI by making a distribution

of neo-literates according to marks obtained by them in writing. It became evident from this table that success rate of neo-literates in writing came down lower as compared to their performance in reading. The table showed that out of the total tested neo-literates, 63.58 per cent attained 50 per cent marks in writing skill which is regarded as difficult literacy area. It was also evident that 16.24 per cent of the tested neo-literates were close in obtaining the fifty per cent limit. The performance of neo-literates belonging to Deogaon, Patnagarh, Titilagrah and Saintala blocks was above the average level of the Balangir district.

**TABLE III.4 : DISTRIBUTION OF NEO-LITERATES ACCORDING TO TOTAL MARKS OBTAINED IN WRITING (MAXIMUM MARKS = 30)**

MARKS	NUMBER OF NEO-LITERATES TESTED	PERCENTAGE
0 - 4	250	5.59
5 - 9	652	14.59
10 - 14	726	16.24
15 - 19	1134	25.37
20 - 24	1274	28.50
25 & Above	434	9.71
<b>TOTAL</b>	<b>4470</b>	<b>100.00</b>

63.58  
Percentage

Source: *Based on Test Result.*

### **3.4 SUCCESS OF NEO-LITERATES IN ARITHMETIC**

The retention and upgradation of arithmetic skill of neo-literates of Balangir district was examined in Table III.5 and Annexure VII. The table showed that

66.47 per cent of the tested neo-literates obtained 50 per cent marks in arithmetic test which was NLM prescribed level of achieving success in arithmetic skill. Moreover, 15.64 per cent of them was found close to achieve the limit. In this way, retention and upgradation of literacy skill of neo-literates in arithmetic was also found to be not as much good as they had in reading. Here again, it came to be known that in Deogaon, Patnagarh, Saintala and Titilagarh blocks, neo-literates had better success rate in arithmetic test as compared to their counterparts of other blocks and urban areas of Balangir district.

**TABLE III.5 : DISTRIBUTION OF NEO-LITERATES ACCORDING TO TOTAL MARKS OBTAINED IN ARITHMETIC (MAXIMUM MARKS = 30)**

MARKS	NUMBER OF NEO-LITERATES TESTED	PERCENTAGE	
0 - 4	219	4.90	
5 - 9	581	13.00	
10 - 14	699	15.64	
15 - 19	519	11.61	66.47 Percentage
20 - 24	978	21.88	
25 & Above	1474	32.98	
<b>TOTAL</b>	<b>4470</b>	<b>100.00</b>	

Source: *Based on Test Result.*

### **3.5 AVERAGE MARKS OBTAINED BY NEO-LITERATES**

The average marks obtained by Neo-Literates were calculated in Table III.6 and Annexure XII. It became evident from the table that the neo-literates of

Balangir district obtained more than fifty per cent marks in all the three areas of literacy skill.

**TABLE III.6: AVERAGE MARKS OBTAINED BY THE NEO-LITERATES OF BALANGIR DISTRICT IN READING, WRITING AND ARITHMETIC**

COMPETENCY AREA	MAXIMUM MARKS	AVERAGE MARKS OBTAINED
Reading	40	23.38
Writing	30	16.91
Arithmetic	30	20.64
<b>TOTAL</b>	<b>100.00</b>	<b>64.52</b>

Source: *Based on Test Result*

### **3.6 SUCCESS RATE IN POST LITERACY PROGRAMME OF ZILLA SAKHYARATA ABHIJAN SAMITI, BALANGIR: THE NLM CRITERIA**

The National Literacy Mission has suggested that the success rate in Post Literacy Programme is to be calculated not only on the sample basis but the success is to be examined in terms of all the target and enrolled learners of the district of PL Phase. The NLM has also suggested a methodology in its guidelines of the Evaluation of Post Literacy Programme. Following the NLM guidelines, learners achievement vis-a-vis target has been calculated in Table III.7



**TABLE III.7 : CALCULATION OF SUCCESS RATE OF NEO-LITERATES  
OF POST LITERACY PROGRAMME: BALANGIR  
DISTRICT, ORISSA**

*(Learning achievement vis-a-vis target)*

SL. NO.	ITEMS	NUMBER/ PERCENTAGE
1.	Target Learners	2,60,000
2.	Number of current learners	2,41,365
3.	Sample Size:	
	(a) as percentage of current learners in Balangir District	2.00
	(b) In absolute number	4828
4.	Actual Sample Size	
	(a) In absolute number	4522
	(b) As percentage of current learners in Balangir district	1.87
5.	Total Number of learners who appeared in the Test	4470
6.	Number of proxy learners	52
7.	Number of Genuine learners	4470
8.	Number of learners absent from the Test	NIL
9.	Number of genuine learners in the sample achieving NLM norms i.e., those securing 70 per cent or more in aggregate and at least 50 per cent each of the 3 RS.	2528
10.	Percentage of genuine learners achieving NLM norms (item 9/item 7x100)	56.55
11.	Total number of current learners in the sample achieving NLM norms	2528
12.	Percentage of current learners in the sample achieving NLM norms	56.55
	Item 11 _____ X 100	
13.	Item 4(a) Number of current learners in the Balangir district estimated to have achieved NLM norms (Percentage under item 12 to the item No.2) Percentage of learners achieving NLM norms as against the target in Balangir district (No. of current learners in Balangir district achieving NLM norms	1,36,492
14.	_____ X 100	52.50
	Number of Target Learners in Balangir District	

It became evident from the table that on the sample basis, learning achievement came to 56.55 per cent. The success rate came to 52.50 per cent while considering the number of all target neo-literates of the Balangir district. In this way, it reflected that PL Programme in Balangir district of Orissa remained moderately successful as far the retention and upgradation of literacy skills of neo-literates was concerned. The Zilla Sakhyarata Abhijan Samiti, Balangir is to be appreciated for the fact that the enrolment of learners against the target learners was as high as 92.83 per cent in the district. Therefore, success rate did not decline to much extent when calculated against the target learners. We have also observed in the field that more than half of the neo-literates was well versed in all three areas of literacy skills.

### 3.7 **SUCCESS OF MOPPING UP LEARNERS**

The National Literacy Mission guidelines for the evaluation of TLC stipulated that a learner will be treated to have achieved the NLM norms if he obtains 70 per cent and above marks in total marks and 50 per cent marks each in reading, writing and arithmetic. The NLM guidelines for the evaluation of Post Literacy Programme have not mentioned as how to assess the success of mopping up learners of Post Literacy Programme period. Therefore, we have adopted the TLC criteria as explained above. On this basis, block-wise distribution of mopping up learners of PL Phase was made in Table III.8. It became evident from this table that 54.55 per cent of sample learners

attained the NLM expected proficiency by getting 70 per cent in total marks and 50 per cent each in reading, writing and numeracy. In this way, the fact came out to the light that the achievement of Zilla Sakhyarata Abhijan Samiti, Balangir was satisfactory. No doubt, the fact remained that the level of achievement across different blocks and urban areas of the district was uneven. While the achievement level of learners belonging to Devgaon, Patnagarh, Saintala, Khaprokhol, Loisingha and Titilagarh (NAC) was satisfactory, reaching around district level, the other blocks and NAC of the district could fare poor. The result, thus, suggested that despite achieving satisfactory results, ZSAS could not uniformly implement its PL Programme across the districts.

### **3.8 CLASSIFICATION OF MOPPING UP LEARNERS ACCORDING TO TOTAL MARKS OBTAINED**

All the genuine learners of the sample i.e., the mopping up learners of PL Phase were classified according to total marks obtained by them in 100 marks, into four groups of marks and shown in Table III.9 and Annexure - VIII. The analysis showed that 62.32 per cent of the genuine tested learners obtained 70 per cent and above marks. Besides, a sizeable proportion of 20.81 per cent of the learners were found to be close in achieving the 70 per cent cut off limit. Thus, the test result of mopping up learners indicated that ZSAS, Balangir tried to achieve success as far teaching/learning of non-literates of PL Phase was concerned but the result could not be as remarkable as expected because of the PL Programme becoming dormant for quite long period of two years and due to a general slow down of the PL Phase in certain blocks and urban areas of the district.

**TABLE III.8 : BLOCK-WISE DISTRIBUTION OF LEARNERS OF MOPPING UP PHASE WHO OBTAINED THE NLM NORMS**

SL NO.	BLOCKS	SAMPLE NO. OF NEO-LITERATES	SAMPLE NEO-LITERATES ATTAINING NORMS	PERCENTAGE
1.	Balangir	126	53	42.06
2.	Deagaon	282	164	58.16
3.	Gudvella	104	45	43.27
4.	Khaprakhol	180	96	53.33
5.	Loisingha	173	89	51.45
6.	Muribahal	242	118	48.76
7.	Patnagarh	227	181	79.74
8.	Puintala	146	72	49.32
9.	Saintala	210	123	58.57
10.	Titilagarh	240	116	48.33
11.	Balangir (Municipality)	23	11	47.83
12.	Patnagarh (NAC)	17	5	50.00
13.	Titilagarh (NAC)	10	5	50.00
	<b>TOTAL</b>	<b>1980</b>	<b>1080</b>	<b>54.55</b>

Source: *Based on test result*

**TABLE III.9 : DISTRIBUTION OF MOPPING UP LEARNERS OF BALANGIR DISTRICT ACCORDING TO TOTAL MARKS OBTAINED (MAXIMUM MARKS = 100)**

MARKS	NO. OF MOPPING UP LEARNERS	PERCENTAGE
0 - 49	135	6.82
50 - 59	199	10.05
60 - 69	412	20.81
70 & above	1234	62.32
TOTAL	1980	100.00

Source: *Based on test result.*

### **3.9 SUCCESS OF MOPPING UP LEARNERS IN READING**

The National Literacy Mission has recommended 50 per cent marks of the total marks allotted to each literacy skill as qualifying marks to be treated to have attained the success in each literacy skill of reading, writing and numeracy. Accordingly, the mopping up learners were classified into different group of marks on the basis of marks obtained by them in reading in Table III.10 and Annexure - IX. It became evident from the table that 72.73 per cent of the tested teachers achieved the NLM prescribed success line of 50 per cent in reading skill. Besides, most of the remaining learners were found to be close to achieving the NLM prescribed cut off line. Here again intra-block variations were sharply evident.



**TABLE III.10: DISTRIBUTION OF MOPPING UP LEARNERS OF BALANGIR DISTRICT ACCORDING TO MARKS OBTAINED IN READING (MAXIMUM MARKS = 40)**

MARKS	NO. OF MOPPING UP LEARNERS	PERCENTAGE
0 - 4	10	0.51
5 - 9	96	4.85
10 - 14	146	7.37
15 - 19	288	14.55
20 - 24	328	16.67
25 - 29	411	20.76
30 - 34	427	21.57
35 & Above	274	13.84
TOTAL	1980	100.00

72.73  
Per cent

Source: *Based on test result.*

### 3.10 SUCCESS OF MOPPING UP LEARNERS IN WRITING

The mopping up learner were classified in different group of marks on the basis of marks obtained by them in writing in order to find out that how many of the total tested mopping up learners achieved success in writing skill according to the NLM criteria. The result was shown in Table III.11 and Annexure - X.

The table showed that 67.78 per cent of the total tested mopping up learners achieved the NLM prescribed limit of achieving 50 per cent marks in reading. It became further evident that around 17.12 per cent of them were found to be close to achieving the limit the result, thus, indicated that writing skill was the



difficult literacy area for the mopping up learners as compared to the reading skill. The intra-block variations were also evident here.

**TABLE III.11: DISTRIBUTION OF MOPPING LEARNERS OF BALANGIR DISTRICT ACCORDING TO MARKS OBTAINED IN WRITING (MAXIMUM MARKS = 30)**

MARKS	NO. OF MOPPING UP LEARNERS	PERCENTAGE
0 - 4	106	5.35
5 - 9	193	9.75
10 - 14	339	17.12
15 - 19	408	20.61
20 - 24	537	27.12
25 & above	397	20.05
TOTAL	1980	100.00

Source: *Based on test result*

### **3.11 SUCCESS OF MOPPING UP LEARNERS IN ARITHMETIC**

In Table III.12 and Annexure - XI, mopping up learners were classified according to marks obtained by them in arithmetic. The basis was the test carried by us. The result as presented in Table III showed that 70.20 per cent of the total tested learners obtained NLM norms in arithmetic skill which is regarded as one of the most difficult areas of literacy skills. It also became evident that around 13.84 per cent of them were found to be close in obtaining the level. The Annexure - XI which shows block-wise performance indicated variations as observed in case of literacy achievement in reading and writing skills.

**TABLE III.12 : DISTRIBUTION OF MOPPING UP LEARNERS AT BALANGIR DISTRICT ACCORDING TO MARKS OBTAINED IN ARITHMETIC (MAXIMUM MARKS = 30)**

MARKS	NO. OF MOPPING UP LEARNERS	PERCENTAGE
0 - 4	111	5.61
5 - 9	205	10.35
10 - 14	274	13.84
15 - 19	534	26.97
20 - 24	502	25.34
25 & above	354	17.88
TOTAL	1980	100.00

70.20 Per  
cent

Source: *Based on test result*

### **3.12 AVERAGE MARKS OBTAINED BY MOPPING UP LEARNERS**

In Table III.13 and Annexure - XIII, block-wise average marks obtained by the mopping up learners were calculated. In case of mopping up learners, the average marks obtained by them are also more than fifty per cent.

**TABLE III.13 : AVERAGE MARKS OBTAINED BY THE MOPPING UP LEARNERS OF BALANGIR DISTRICT IN READING WRITING AND ARITHMETIC**

COMPETENCY AREA	MAXIMUM MARKS	AVERAGE MARKS OBTAINED
Reading	40	22.95
Writing	30	20.41
Arithmetic	30	21.27
TOTAL	100.00	65.89

Source: *Based on Test Result*

### **3.13 SUCCESS RATE OF MOPPING UP LEARNERS DURING PL PHASE OF ZILLA SAKHYARATA ABHIJAN SAMITI, BALANGIR**

As per recommendations of NLM, the success rate of mopping up learners has been calculated, taking into account their learning achievement vis-a-vis their target of enrolment during PL Phase. The calculation has been made in Table III.14. If achievement of NLM norms by mopping up learners came to 54.55 per cent. However, the success rate went down to 43.40 per cent when considered on the basis of total target mopping up learners, reducing the success rate to 11.15 per cent.

**TABLE III.14 : CALCULATION OF SUCCESS RATE OF MOPPING UP LEARNERS OF POST LITERACY PROGRAMME: BALANGIR DISTRICT, ORISSA**

(Learning achievement vis-a-vis target)

SL. NO.	ITEMS	NUMBER/ PERCENTAGE
1.	Target Learners	55,950
2.	Number of current learners	44,513
3.	Sample Size:	
	(a) as percentage of current learners in Balangir District	5.00
	(b) In absolute number	2,225
4.	Actual Sample Size	
	(a) In absolute number	2,021
	(b) As percentage of current learners in Balangir district	4.54
5.	Total Number of learners who appeared in the Test	
6.	Number of proxys learners	52
7.	Number of Genuine learners	1980
8.	Number of learners absent from the Test	NIL
9.	Number of genuine learners in the sample achieving NLM norms i.e., those securing 70 per cent or more in aggregate and at least 50 per cent each of the 3 RS.	1080
10.	Percentage of genuine learners achieving NLM norms (item 9/item 7x100)	54.55
11.	Total number of current learners in the sample achieving NLM norms	1980
12.	Percentage of current learners in the sample achieving NLM norms	54.55
	Item 11 _____ X 100	
13.	Item 4(a) Number of current learners in the Balangir district estimated to have achieved NLM norms (Percentage under Item 12 to the Item No.2) Percentage of learners achieving NLM norms as against the target in Balangir district (No. of current learners in Balangir district achieving NLM norms	24,282
14.	_____ X 100	43.40
	Number of Target Learners in Balangir District	

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## **CHAPTER IV**

# **ADEQUACY AND EFFICIENCY OF DIFFERENT ACTIVITIES UNDERTAKEN BY ZILLA SAKHYARATA ABHIJAN SAMITI, BALANGIR DURING THE POST LITERACY PROGRAMME**

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### **4.1 INTRODUCTION**

**T**HE Adult Education Campaigns have been planned to be launched in phases. The first phase is the Total Literacy Campaign during which the adult illiterates are taught to acquire a level of literacy skill in reading, writing and arithmetic. Subsequently, when the TLC phase becomes complete, then the Post-Literacy Programme is implemented. During the PL Phase, the major emphasis is laid on the overall socio-economic development of learners who were made literate during the TLC period, though the left out illiterates of TLC phase and new illiterates are also enrolled for teaching/learning during this phase. The third and final phase is the Continuing Education Programme (CEP) which also lays stress on the socio-economic empowerment of the neo-literates.

The National Literacy Mission has prescribed various activities to be carried by Zilla Saksharata Samiti's (ZSS's) during the Post Literacy Phase. The Zilla Saksharata Abhijan Samiti, Balangir also carried such activities in the entire Balangir district during the PL phase. In this chapter, an evaluation has been made that how far different activities of ZSAS during its PL phase were adequate and how efficiently such activities were carried through by it.

## **4.2 ENVIRONMENT BUILDING ACTIVITIES**

The National Literacy Mission has prescribed to undertake extensive environment building activities, in order to generate a demand for literacy and build people's verdict in favour of literacy. The ZSAS, Balangir has reported that the following EB activities were undertaken by it during the Post Literacy Programme.

### **4.2.1 STUDENT RALLIES**

The ZSAS organised student rallies all over the Balangir district during December 1995 to October 1996. The message was given to masses to continue the habit of reading and writing which they acquired during the TLC phase. The ZSAS reported that these rallies were proved to be quite successful in arousing the interest of masses in literacy.

### **4.2.2 WOMEN RALLIES**

The women rallies were organised by the ZSAS at block level, sub-division and district headquarter by involving around 1500-2000 women during the



campaign. Since female were the larger participants in the literacy campaign of Balangir district, the impact of such rallies on women learners was found to be impressive.

#### **4.2.3 CYCLE RALLIES**

The cycle rallies were organised to spread the message of literacy in all the blocks and urban areas of the district by involving the youths. The participation was observed to be active which became evident from the fact that around 20,000 male-female youths participated in these rallies and covered on an average distance of 20 kms to 30 kms per day.

#### **4.2.4 WOMEN CYCLE RALLIES**

The women cycle rallies were organised by the ZSAS involving around 500 to 1000 females. The objective of such rallies was set to spread broader message of literacy, family welfare, environment, mother and child care, general health and hygiene and enrolment of children for primary education. In this way, the focus of such rallies remained the women related issues. The ZSAS reported that the impact of women cycle rallies was satisfactory and it was observed that the women folk of the Balangir district received the message of women cycle rallies very well.

#### **4.2.5 POSTERS DISPLAY AND WALL WRITINGS**

The ZSAS got printed around two lakhs of posters on literacy and distributed in almost all the villages of district. Besides, extensive wall writing was undertaken in rural and urban areas of the district.

#### **4.2.6 CULTURAL PROGRAMMES**

The ZSAS organised cultural programmes at the GP headquarters and in urban areas to spread the message of literacy. The local folk dances, literacy songs and plays were staged. The ZSAS reported that such cultural programmes attracted huge crowd.

#### **4.2.7 DISTRIBUTION OF MAGAZINE**

The ZSAS published and distributed a fortnightly magazine called 'Silet' to every Gram Kalyan Kendra (GKK) and Sahar Kalyan Kendra (SKK). The small stories and songs written by the neo-literates were also published in this magazine.

#### **4.2.8 CIRCULATION OF NEWS PAPERS**

The ZSAS circulated to all Gram Kalyan Kendras and Sahar Kalyan Kendra, Oriya dalles like Prajatantra, Pragati Wadi and Dharetri free of cost.

Thus, ZSAS, Balangir undertook the nine main environment building activities during its PL programme. It was reported to us that on account

of these EB activities, the awareness level of masses improved considerably in the district. However, the most glaring impact was reported to be noticed on the followings:

1. *Need for learning*
2. *Demerits of Deforestation*
3. *Health and hygiene*
4. *Demerits of early marriage*
5. *Demerits of large family*
6. *Clean Environment*
7. *Demerits of Drinking*
8. *Promotion of Saving Habits*

It was tried to be verified by us in the field about the awareness level of neo-literates and Village Guides (VG's) regarding the EB activities of ZSAS. The response of neo-literates about the awareness of EB activities of ZSAS as revealed during the interview with us were as shown in Table IV.1.

The table indicated that EB activities of ZSAS have enough impact on the neo-literates because substantial number of our sample neo-literates reported their awareness about the EB activities.

The VG's response in this regard also indicated a high awareness level regarding the EB activities of the ZSAS as evident from Table IV.2.

**TABLE IV.1 : AWARENESS BUILDING ACTIVITIES OF THE ZILLA SAKHYARATA ABHIJAN SAMITI, BALANGIR DURING PL PHASE: NEO-LITERATES RESPONSE**

(N = 1010)

SL. NO.	EB ACTIVITIES	Number of Neo-Literates Reporting Awareness	Percentage
1.	Student Rallies	778	77.03
2.	Cycle Rallies	772	76.44
3.	Women Cycle Rallies	698	69.11
4.	Posters Display	808	80.00
5.	Wall Writings	792	78.42
6.	Cultural Programmes	461	45.64
7.	News Paper Circulation	396	39.21

*Source: Based on field data*

**TABLE IV.2 : ENVIRONMENT BUILDING ACTIVITIES OF ZILLA SAKHYARATA ABHIJAN SAMITI, BALANGIR DURING PL PHASE: VG'S RESPONSE**

(N = 147)

SL NO.	EB ACTIVITIES	NUMBER OF VG's REPORTING AWARENESS	PERCENTAGE
1.	Student Rallies	131	89.12
2.	Cycle Rallies	129	87.76
3.	Women Cycle Rallies	117	79.59
4.	Posters Display	130	88.44
5.	Wall Writings	132	89.80
6.	Cultural programmes	96	65.31
7.	News Paper Circulation	105	71.43

*Source: Based on field data.*

### **4.3 IMPLEMENTATION OF CORRECTIVE MEASURES SUGGESTED DURING MID-TERM EVALUATION OF PL PROGRAMME**

The Officials of the Zilla Sakhyarata Abhijan Samiti, Balangir has reported that the mid-term evaluation of its Post-Literacy Programme was not conducted. Hence, the implementation of corrective measures in between the PL Programme did not arise. The officials of ZSAS also mentioned that ZSAS did not receive any direction for mid-term evaluation either from the Directorate of Mass Education, Government of Orissa or from the National Literacy Mission, New Delhi.

### **4.4 ACCURACY OF RE-SURVEY CARRIED AT THE BEGINNING OF PL PROGRAMME**

The Post Literacy Programme in Balangir district of Orissa was started in October, 1996. Before the start of PL Programme, a re-survey in entire district was conducted by the ZSAS to innumerate the neo-literates and mopping up learners. In this task, the block and GP co-ordinators were largely involved. The entire task of the re-survey, as reported by the ZSAS, was completed by February 8, 1996 which covered entire Balangir district. The cross-checking of this survey records in the field on the basis of 2 per cent random sample by our research team revealed a high degree of accuracy of more than 80 per cent. It was also observed by us in the course of discussion with the programme co-ordinators that all of them had put serious efforts in the resurvey.

## **4.5 VILLAGE GUIDES (VG's)**

The Post Literacy Programme was mainly the Centre based. At Centres, besides teaching/learning, all other crucial activities were planned and executed. For all this, volunteers were identified who were named Village Guide (VG) by the ZSAS, Balangir. These village guides worked at the Centres in rural and urban areas of the district. The Centre of rural areas were called Gram Kalyan Kendras (GKK) and Centre of Urban areas were called the Sahar Kalyan Kendras (SKK). The VGs were associated with these Centres of rural and urban areas of the district.

### **4.5.1 SELECTION OF VG's**

The ZSAS asked the block co-ordinators in monthly meeting to select VG's. The ZSAS also issued a circular to block co-ordinators/BDO's for the identification of VG's. The block co-ordinators were asked to consider the following criteria while selecting VG's:

1. *VG's should be from the same G.P.*
2. *They should generally be matric pass.*
3. *Their average age should be in between 15-30 years.*
4. *The VG's should be preferably non-students.*
5. *Preference may be given to those who remained sincere and active during the TLC phase.*



The records of Zilla Sakhyarata Abhijan Samiti indicated that 8030 village guides were involved during the PL phase. As mentioned earlier that 147 VG's were selected randomly as sample to solicit various information about themselves and PL Programme of Balangir district.

#### **4.5.2 AGE OF VG's**

According to the objective No.4.10 which has been mentioned by the National Literacy Mission in its guidelines of the evaluation of PL Programme, average age of VGs involved in PL Programme was to be worked out. For this purpose, sample VGs were enquired of their actual age. The age reported by them was classified in different age groups as shown in Table IV.3. It became evident from the table that VG's associated with the PL Programme of Zilla Sakhyarata Abhijan Samiti, Balangir were of younger age.

**TABLE IV.3: AGE-WISE DISTRIBUTION OF SAMPLE VG's**

(N = 147)

SL. NO.	AGE GROUP (YEARS)	NUMBER	PERCENTAGE
1.	15 - 19	10	6.80
2.	20 - 24	26	17.69
3.	25 - 29	39	26.53
4.	30 - 34	35	23.81
5.	35 - 39	18	12.24
6.	40 & above	19	12.93
	<b>TOTAL</b>	<b>147</b>	<b>100.0</b>
	<b>AVERAGE AGE X</b>	<b>32.6 years</b>	

*Source: Based on field data.*

### 4.5.3 QUALIFICATION OF VG's

The tabulation of data regarding the qualification of VG's of ZSAS indicated the fact that most of them had junior high school and high school qualification. Only few of them had higher qualification of graduation and above as reflected from the Table IV.4.

**TABLE IV.4 : QUALIFICATION OF VG's**

(N = 147)

SL. NO.	QUALIFICATION	NUMBER	PERCENTAGE
1.	Junior High School	54	36.74
2.	High School	71	48.30
3.	Intermediate	15	10.20
4.	Graduate & above	07	4.76
	TOTAL	147	100.00

**Source:** Based on field data.

### 4.5.4 PROFESSION OF VG's

The VG's reported, that they were engaged in various profession, while remaining involved with ZSAS as VG. The cultivation and housework were the profession of large number of VG's. Besides, few were in service,

students, self-employed, labourers and teachers. In this way, majority of the VG's of ZSAS during PL Phase were found to be the non-students. In Table IV.5, distribution of VG's was made according to their profession.

**TABLE IV.5 : PROFESSION OF SAMPLE VG's**

*(N = 147)*

SL. NO.	PROFESSION	NUMBER	PERCENTAGE
1.	Cultivators	42	28.57
2.	Housewives	41	27.90
3.	Students	21	14.29
4.	Service	8	5.44
5.	Self-employed	14	9.52
6.	Labourers	12	8.16
7.	Teachers	9	6.12
	<b>TOTAL</b>	<b>147</b>	<b>100.00</b>

*Source: Based on field data.*

## **4.6 TRAINING**

The records of ZSAS Balangir, indicated that each village guide was given training of three (3) days duration at the Centre point of blocks and urban areas. The VG's were trained by Block Co-ordinators, Resource Persons (RP's), Key Resource Persons (KRP's) and Master Trainers (MT's). The VG's were provided training in the following areas:

- (i) To establish rapport with neo-literates to create and sustain their interest in literacy.
- (ii) To manage the libraries - issue of books and maintenance of registers.

- (iii) To make aware the neo-literates about various development schemes of the government.
- (iv) To organise fortnight meetings to discuss the various issues related with the welfare of neo-literates.

It was tried to assess by us that at what extent the training provided to VG's was qualitative and effective. We had extensive discussion with VGs of various blocks and urban areas. It was observed by us that most of them received training. They appeared to be aware of the aims and objectives of training they received. We had the impression that VG's became more motivated and devoted after receiving training. Most of them expressed the view that they were fully satisfied with the training they received. The ZSAS also provided training to some of the MTs. The training materials which included course content was also examined by us. We reached to the conclusion that training provided by ZSAS to VG's was found to be qualitative and effective.

#### **4.7 POST LITERACY MATERIALS**

The Monthly Progress Report (MPR) of the ZSAS, Balangir for the month of November, 2000 showed that the following materials were provided to Gram Kalyan Kendras and Sahar Kalyan Kendras:

**TABLE IV.6 : POST LITERACY MATERIALS PROVIDED BY ZSAS TO  
GRAM KALYAN KENDRAS/SAHAR KALYAN KENDRAS**

SL. NO.	MATERIALS	NO. OF SETS DISTRIBUTED
1.	<b>READING MATERIALS</b>	
	(a) Primer - I (Nua Patha)	2,50,000 sets.
	(b) Supplementary Readers (Library Books)	4,72,500 Nos.
2.	<b>SPORTS MATERIALS</b>	
	(a) Football	1900 Nos.
	(b) Ring ball with net	1900 Nos.
	(c) Chess & Chesment	1900 Nos.
	(d) Ludo, Snake & Ladder	1900 Nos.
	(e) Tin Box	1900 Nos.
	(f) Point Board	1133 Nos.
3.	<b>CULTURAL MATERIALS</b>	
	(a) Dholak	1900 Nos.
	(b) Gini	1900 Pairs
	(c) Jhunuka	1900 Pairs
	(d) Fluit	1900 Nos.
	(e) Attendance Registers	1900 Nos.
	(f) Stock Registers	1900 Nos.

*Source: MPR, November, 2000, ZSAS, Balangir.*

We visited many Gram Kalyan Kendras and Sahar Kalyan Kendras in the district. The VG's of Kendras we visited, showed all the mentioned materials provided by ZSAS. We examined the materials and it looked to us of good quality. It was also revealed during the discussion with neo-literates that all the materials supplied by the ZSAS was used by the learners. The neo-literates largely confirmed the use of ZSAS materials available at Kendras.

The ZSAS reported to have provided PL-Primer and TL-Primers to learners. During our discussion with learners, we cross-checked that whether they received these primers or not? It became evident that mostly all the learners got these primers. The ZSAS reported to have produced ten titles written by local writers incorporating

local culture, rural folklores, usefulness of trees, ayurvedic medicines, patriotism etc. Apart from these, 95 more titles were procured from different publishers. The matters of these titles included the life history of national patriots, stories based on Koran, Mahabharata and Ramayana. Some of these 95 titles were on:

1. Horticulture
2. Agriculture
3. Poultry
4. Dairy
5. Goat Rearing
6. Co-operative efforts
7. Social Forestry
8. Plantation
9. Kitchen garden
10. Preparation of different food items.

These books were in local Oriya language and were found to be relevant and good for the neo-literates of the district.

#### **4.8 LIBRARIES**

The NLM has assigned a very crucial role to the proper functioning of libraries during the Post-Literacy Programme. We had the impression that, ZSAS planned well for libraries at the outset of PL Programme. The libraries were opened at all GKK and SKK. In this way, 1900 libraries, containing 105 titles of two sets started operating. The VG's were made responsible for the management of libraries and they were also trained to do so. During our visit



to Kendras, it came out that all the books were received by the Kendras from the ZSAS.

The ZSAS also provided stock and issue registers of books to all Kendras. It became evident to us, while the library registers were examined, that most of the Kendras did not properly maintain the stock and issue registers. The date of issue and return of books was not entered since months. Therefore, it can be inferred that emphasis on proper functioning of libraries was laid during the initial phase of PL Programme. The situation as exists today, is that the functioning of around 50 per cent of libraries is irregular and of other 50 per cent has more or less stopped due to severe drought and mass migration.

#### **4.8.1 BORROWING OF BOOKS**

The ZSAS officials reported, that the neo-literates borrowed the books from the libraries generally for three-four days. It was reported to be the general practice among the neo-literates of the Balangir district. When it was enquired from the neo-literates, they generally did not disclose any specific time duration of retention of library books with them. However, it came out that generally, the neo-literates retained the library books for three-four days in a week. However, what was their actual habit of retaining the library books after getting issued could not be ascertained from the issue registers of libraries because issue registers were not maintained properly.

## **4.9 NETWORKING WITH GOVT. DEPARTMENTS**

Besides teaching/learning, there were many activities, which were to be carried through during the Post-Literacy Programme for the socio-economic development of the neo-literates. It was expected, that ZSAS would develop co-ordination with line departments to deliver the benefits of development to learners. It became evident that ZSAS, Balangir could not develop effective networking with development departments at district level. However, some co-ordination with health, ICDS, forest and agriculture departments was observed to be developed during the Post Literacy Programme.

## **4.10 INVOLVEMENT OF NGO's**

The NGO's assistance was sought by the ZSAS in EB activities, VG's selection and teching/learning. The NGO's also co-operated with block co-ordinators of PL Programme in realising the various objectives of programme. The NGO's were also paid very nominal amount of Rs.100-200/-. The officials of ZSAS reported, that during the PL Programme, ten NGO's were involved but only two-three of them did the satisfactory work.

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## **CHAPTER V**

# **IMPACT OF POST-LITERACY PROGRAMME ON LEARNERS AND COMMUNITY**

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**T**HE major objective of the Post Literacy Programme, as explained earlier, is not only to sustain and enhance the teaching/learning skill of learners but to evolve the methods and programmes which make appreciable impact on the lives of neo-literates. According to NLM guidelines, evaluation of this part of PL Programme is very crucial. In this chapter, the following aspects of PL Programme of Zilla Sakhyarata Abhijan Samiti, Balangir have been examined.

- (a) Vocational and skill development programmes initiated during post literacy programme and their impact on the learners and community.
- (b) Awareness level of neo-literates regarding development programmes. The access and benefits neo-literates could get from these programmes during PL Phase.

- (c) How far the learners and community could overcome the impediments of development that stand in the way of their socio-economic development.
- (d) Impact of various activities, launched during PL Programme for the empowerment of women.
- (e) Other direct and indirect impacts of TLC and PLP on the learners and community.

### **5.1 VOCATIONAL AND SKILL DEVELOPMENT PROGRAMMES**

The vocational and skill development programmes contribute toward economic upliftment of learners. Additional economic opportunities are created due to skill development programmes and since women have been the larger participants in Post Literacy Programme, the vocational and skill development programmes benefit the women who have been the most under privileged section of our society, in a significant way. The National Literacy Mission has given a very crucial role, in imparting of vocational and skill development to neo-literates during PL Phase.

The discussion with ZSAS officials revealed that Zilla Sakhyarata Abhijan Samiti, Balangir did not organise any vocational and skill development programmes during PL Phase. We found it as the most serious lacuna of Post Literacy Programme of Balangir district, Orissa. Though a review of Action Plan for Post Literacy Extension Period of Zilla Sakhyarata Abhijan

Samiti, Balangir indicated the fact that ZSAS planned for the vocational training of neo-literates on horticulture, cow, goat and sheep farming, poultry, seed collection and preservation etc., but ZSAS could not organise the planned programmes. The discussion with the ZSAS official indicated that apathy of previous district collectors who were the Chairman of ZSAS was the prime cause of non-implementation of vocational and skill development programmes during PL Phase.

## **5.2 AWARENESS, ACCESS AND BENEFITS OF VARIOUS DEVELOPMENT PROGRAMMES**

One of the important aspects of Post Literacy Programme was to make the neo-literates aware of the various development programmes, being implemented in the rural and urban areas of the district so that due to their increased awareness, the neo-literates could avail the benefits of these programmes.

As far the increase in awareness level of neo-literates due to PL Programme was concerned, ZSAS officials reported that awareness level of learners about various government programmes/schemes was increased considerably. The neo-literates visited to Collector and BDO's on several occasions for redressal of their problems. They presented several memorandum to District Collector for getting the development schemes related with school buildings, drinking water, road, electricity and lift Irrigation.

They even demanded, on various occasions, for their participation in development programmes.

We tried to verify the claim of ZSAS during our discussion with the learners in sample blocks and urban areas. It was observed by us that the efforts of ZSAS in increasing the awareness level of the learners regarding the development programmes/schemes were substantially successful. Generally, the learners were found to be aware of the programmes/schemes which were implemented or to be implemented in their areas.

Hence, the impact of ZSAS initiatives on increasing the awareness level of learners regarding the development programmes/schemes was observed to be, by and large, successful. However, mere increase in such awareness level would not lead to socio-economic development of learners unless they could have better access to and derive benefits from their increased awareness of different government programmes/schemes. On the points of accessibility and benefits, we did not observe much change. The access and benefit to learners from development programmes did not increase during PL Phase except some community benefits from drinking water, IAY, irrigation schemes etc. The reason was that the learners were not capable of availing the facilities extended under different programmes/ schemes because of lack of vocational and skill expertise. Since ZSAS did not launch any of the vocational and skill development training during PL Phase, it could not strive that learners may take up income generating activities and in the process



could have better access to and benefits from different government programmes/schemes.

### **5.3 OVERCOMING THE IMPEDIMENTS OF SOCIO-ECONOMIC DEVELOPMENT**

The Balangir district of Orissa is one of the backward districts of the state. Agriculture is mainstay of the people of district, which is still at the primitive stage. Industrial activities including small household type are more or less non-existent. Tribal and scheduled caste population is sizeable, which largely illiterate and poor. Their poor socio-economic condition is worsened with recurring droughts. The situation in drought years becomes so much worse, that large number of people in district are forced to migrate to Andhra Pradesh and Tamil Nadu in search of their livelihood. Even the starvation deaths are reported from many areas of the district. Such a miserable situation was being confronted by the people when this evaluation was being undertaken. In such scenario, the greatest impediment to socio-economic development in the district is the incapability of the agriculture sector to bear the onslaught of the recurring drought. The impact of drought can be minimised by developing suitable irrigation system and drought prone agricultural practices. Unless agriculture is made, to face the drought, the poverty in the district cannot be reduced. The role of literacy project is, no doubt, crucial in removing the impediment of development but a very serious and all out strategy is needed from the government side. Literacy project can act as a facilitator but it cannot act much on its own to break the existing

impediments of socio-economic upliftment of people in the district. No doubt, finance, market, lack of skill, caste-community structure are the constraints of development in Balangir district as these are anywhere in India but the most crucial is the development of agriculture in the district.

Though the Zilla Sakhyarata Abhijan Samiti, Balangir could not initiate vocational and skill development programmes on extensive scale in the district as observed earlier. However, it established some networking with agriculture and irrigation departments to spread the technique of better agricultural practices and irrigation. People have also developed mental and moral strength against corruption, injustice and discrimination in development programmes due to the initiatives of the ZSAS during PL Phase. On account of better mental and moral strength, the poor people's hesitation to meet officials was observed to be broken. The villagers were found to be straight forth in discussing their socio-economic problems.

#### **5.4 EMPOWERMENT OF WOMEN**

The women participation in literacy programmes was larger than men in Balangir district. It was so because the women remained more illiterate than men since Centuries. The women have been the most sufferers in our social set up because men have discriminated them. The socio-economic development cannot come unless women achieves empowerment. All this can be done when they are empowered to tackle the problems they confront in their life.

The National Literacy Mission has great emphasis on initiating steps for empowerment of women during PL Phase.

The ZSAS organised many activities during its PL phase exclusively aimed at the empowerment of women. Some of these were as follows:

1. Several meetings were organised by ZSAS functionaries to make aware the womenfolk as how to reduce family size, learn cycling, to open small shops, to sell agricultural produce in rural markets by themselves etc.
2. Women were given training in kitchen gardening.
3. Women were trained to develop the habit of thrift and small savings.
4. Self Help Groups (SHG) were constituted in several villages and urban areas of the district.
5. The evils of early marriage and child marriage were constantly told by the ZSAS functionaries. As a result of this activity of ZSAS, early marriage and child marriages were reduced to some extent.
6. Women were encouraged for anti-liquor campaigns.
7. Female neo-literates were made aware of their rights in parent's property by ZSAS functionaries. As a result, the gender bias has reduced significantly in Balangir district.
8. Many groups of women neo-literates were trained to acquire knowledge about family court and consumer forum. About 50 per cent of total female neo-literates were found to have knowledge about these legal provisions.

Most of the programmes relating to women empowerment run by ZSAS were success in Balangir. More than 92 per cent of the sample neo-literate women were found to be aware of different family welfare and mother childcare programmes in the district. Most of them have also participated in different programmes run by ZSAS from time to time (Table V.1). This information has been collected from 10 blocks, 2 NACs and Balangir municipal area. The awareness level among sample women neo-literates ranged from a maximum of 100 per cent in Titilagarh NAC to a minimum of around 86 per cent in Puintala Block. Special efforts were made by ZSAS to promote learning of cycling among women neo-literates in order to increase their mobility and make them independent. More than 82 per cent of sample women neo-literates were found to be well versed in cycling. However, maximum of 88 per cent women have known cycling in Saintala Block. The awareness about independent economic activity was recorded to be only among 26.80 per cent sample neo-literate women in Balangir. About 55 per cent of the total sample neo-literates women were well acquainted with the methods of kitchen gardening. The importance of thrift and small saving habits was known to 47.31 per cent literate women. More than 21 per cent of the sample neo-literates were found to be the members of self help groups in Balangir district. In case of Titilagarh NAC more than 57 per cent neo literate women participated in self help groups. All these groups have shown their interest in community participation for common causes like primary school repair, village school fencing, construction of NGO club building, organising help groups for the marriage of poor girls.

**TABLE V.1 : AWARENESS ABOUT THE WOMEN EMPOWERMENT EFFORTS OF ZSAS: WOMEN NEO-LITERATES RESPONSE**

Sl. No.	Block	Family Welfare /Child Mother Care	Learnin g Cycling	Indep- endent Eco- nomic Activi- ties	Kitchen Gard- ening	Theft & Small Saving	Consti- tution at self help group	Anti Liquor campa- ign	Family Court	Total sample Female inter- viewed Neo- Literates
1.	Balangir	37 (92.50)	33 (82.50)	11 (27.50)	22 (55.00)	18 (45.00)	11 (27.50)	28 (65.00)	22 (55.00)	40 (100.00)
2.	Deagaon	76 (92.88)	69 (84.15)	24 (29.27)	46 (56.10)	39 (47.56)	19 (23.17)	56 (68.29)	45 (55.88)	82 (100.00)
3.	Gudvella	48 (97.86)	45 (91.84)	13 (26.53)	28 (57.14)	25 (51.02)	7 (14.29)	36 (73.47)	29 (59.18)	49 (100.00)
4.	Khaprakhol	55 (90.18)	49 (80.33)	16 (26.23)	32 (52.48)	29 (47.54)	14 (22.95)	37 (60.88)	32 (52.48)	61 (100.00)
5.	Loisingha	62 (93.94)	55 (83.33)	18 (27.27)	35 (53.03)	31 (46.97)	13 (19.69)	42 (63.64)	36 (54.55)	66 (100.00)
6.	Muribahal	65 (86.67)	58 (77.33)	17 (22.67)	37 (49.33)	30 (40.00)	11 (14.67)	41 (54.67)	38 (50.67)	75 (100.00)
7.	Patnagarh	82 (94.25)	72 (82.76)	25 (28.74)	48 (55.17)	44 (50.57)	21 (24.14)	58 (66.67)	47 (54.02)	87 (100.00)
8.	Pulntala	37 (86.05)	33 (76.74)	9 (20.93)	21 (48.84)	18 (41.86)	7 (16.28)	23 (53.49)	21 (48.84)	43 (100.00)
9.	Saintala	55 (94.83)	51 (87.93)	17 (29.31)	32 (55.17)	29 (50.00)	15 (25.86)	41 (70.68)	34 (58.62)	58 (100.00)
10.	Titilagarh	74 (91.38)	65 (80.25)	21 (25.93)	42 (51.85)	37 (45.68)	17 (20.99)	52 (64.20)	43 (53.09)	81 (100.00)
11.	Balangir (Municipality)	9 (90.00)	8 (80.00)	3 (30.00)	6 (60.00)	5 (50.00)	3 (30.00)	6 (60.00)	7 (70.00)	10 (100.00)
12.	Patnagarh (NAC)	8 (88.89)	7 (77.78)	4 (44.44)	7 (77.78)	6 (66.67)	2 (22.22)	5 (55.56)	6 (66.67)	9 (100.00)
13.	Titilagarh (NAC)	7 (100.00)	6 (85.71)	1 (14.29)	6 (85.71)	5 (71.43)	4 (57.14)	4 (57.14)	5 (71.43)	7 (100.00)
	TOTAL	615 (92.07)	551 (82.49)	179 (26.80)	382 (54.19)	316 (47.31)	144 (241.56)	427 (63.92)	365 (54.84)	888 (100.00)

Source: Based on field data.



Apart from all above mentioned activities relating to women empowerment, about 64 per cent of the sample neo-literates women have reported about their participation in anti-liquor campaigns launched in different blocks, NACs and municipal areas of Balangir by ZSAS. About 55 per cent sample neo-literate women have also reported that they had sufficient knowledge about the functioning of the family court. Thus, ZSAS to a great extent has been able to empower the women by way of launching different women empowerment programmes in Balangir District (Table V.1).

Most of the sample neo-literate women in different blocks, municipal area and NACs could acquire proper knowledge about the child immunisation. Various training camps were organised by ZSAS for women neo-literates from time to time in different rural and urban parts of Balangir. According to interview results of women neo-literates, more than 93 per cent have shown awareness about polio immunisation (Table V.2 ). More than 86 per cent and 77 per cent women have shown awareness about DPT and BCG immunisation respectively in 10 blocks, 2 NACs and one municipal area of Balangir. Some 67.67 per cent neo-literate women have also shown their awareness about administering of vitamin injections to the under nutritioned children.

It became quite obvious in course of field visits, which were undertaken in order to make an assessment of the PL Programme that special initiatives were taken by ZSAS in Balangir for women empowerment. As a result of which large number of women groups were found to be taking keen interest in



**TABLE V.2 : WOMEN NEO-LITERATES AWARENESS ABOUT CHILD IMMUNISATION**

SL. NO.	BLOCKS	POLIO	DPT	BCG	VITAMIN	TOTAL
1.	Balangir	37	36	31	19	40
		(92.50)	(90.00)	(77.50)	(47.50)	(100.00)
2.	Deogaon	76	72	81	71	82
		(92.68)	(87.80)	(98.78)	(86.59)	(100.00)
3.	Gudvella	48	41	35	32	49
		(97.56)	(83.67)	(71.43)	(65.31)	(100.00)
4.	Khaprakhol	61	55	42	53	61
		(100.00)	(90.16)	(68.85)	(86.89)	(100.00)
5.	Loisingha	60	52	49	38	66
		(90.91)	(78.79)	(74.24)	(57.58)	(100.00)
6.	Muribahal	75	71	68	61	75
		(100.00)	(94.67)	(90.67)	(81.33)	(100.00)
7.	Patnagarh	69	78	65	51	87
		(79.31)	(89.66)	(74.71)	(58.62)	(100.00)
8.	Puintala	33	25	19	15	43
		(76.74)	(58.14)	(44.19)	(34.88)	(100.00)
9.	Saintala	58	51	45	41	58
		(100.00)	(87.93)	(77.59)	(70.69)	(100.00)
10.	Titilagarh	81	75	61	53	81
		(100.00)	(92.59)	(75.31)	(65.43)	(100.00)
11.	Balangir (Municipality)	10	10	9	8	10
		(100.00)	(100.00)	(90.00)	(80.00)	(100.00)
12.	Patnagarh (NAC)	9	8	7	6	9
		(100.00)	(88.89)	(77.78)	(66.67)	(100.00)
13.	Titilagarh (NAC)	7	6	5	4	7
		(100.00)	(85.71)	(71.43)	(57.14)	(100.00)
	TOTAL	624	580	517	452	668
		(93.41)	(86.83)	(77.40)	(67.67)	(100.00)

*Source: Based on Field data*

the developmental activities for the women in particular and for children and others in general. Many of the women self help groups were found engaged in different women welfare schemes. However, their efforts could not bring out some concrete results so far due to lack of financial resources.

## **5.5 OTHER IMPACT OF POST LITERACY PROGRAMME**

As per observations of visiting team to the villages and other NACs and municipal areas there was all round positive impact of PL Programme in district Balangir. Interview results have shown that neo-literates were very well aware of different on going development programmes. They became quite free with district level officials for discussing their local problems. But at the same time, all of them were found to be lacking proper orientation in the absence of training under vocational and skill development programmes in the district.

As an impact of on going family welfare programmes most of the neo-literates knew the meaning of small family. Around 90 per cent of the replied, that small family consisted of one to two children (Table V.3).

**TABLE V.3 : MEANING OF SMALL FAMILY**

SL. NO.	BLOCKS	NO OF CHILDREN		TOTAL
		1-2	3-4	
1.	Balangir	60 (93.75)	4 (6.25)	64 (100.00)
2.	Deogaon	125 (95.42)	6 (4.58)	131 (100.00)
3.	Gudvella	53 (85.48)	9 (14.52)	62 (100.00)
4.	Khaprakhol	82 (89.13)	10 (10.87)	92 (100.00)
5.	Loisingha	70 (78.65)	19 (21.35)	89 (100.00)
6.	Muribahal	108 (93.91)	7 (6.09)	115 (100.00)
7.	Patnagarh	112 (86.82)	17 (13.18)	129 (100.00)
8.	Puintala	68 (91.89)	6 (8.11)	74 (100.00)
9.	Saintala	94 (96.91)	3 (3.09)	97 (100.00)
10.	Titilagarh	96 (85.71)	16 (14.29)	112 (100.00)
11.	Balangir (Municipality)	15 (83.33)	3 (16.67)	18 (100.00)
12.	Patnagarh (NAC)	13 (86.67)	2 (13.33)	15 (100.00)
13.	Titilagarh (NAC)	10 (83.33)	2 (16.67)	12 (100.00)
	TOTAL	906 (89.70)	104 (10.30)	1010 (100.00)

Source: *Based on field data.*

Interview results from sample neo-literates further indicated that majority of them had proper knowledge about the development programmes like school construction activities, green card, old age pension. Some of them also knew about IRY and JRY (Table-V.4). The awareness about school construction activity was found to be among 94.44 per cent to 82.44 per cent of sample neo-literates. The green card and old age pension was known to 69.60 per cent and 68.71 per cent sample neo-literates respectively in different blocks NACs and municipal areas of Balangir. The average level of awareness about IRY and JRY was found only among 58 per cent and 43 per cent neo-literates of different area blocks/NACs.

**TABLE V.4 : AWARENESS ABOUT DEVELOPMENT PROGRAMMES:  
NEO-LITERATES RESPONSE**

Sl. No.	BLOCKS	School Construc-tion	IRY	JRY	Green Card	Old age Pension	TOTAL
1.	Balangir	53	33	23	46	51	64
		(82.81)	(51.56)	(35.94)	(71.88)	(79.69)	(100.00)
2.	Deogaon	108	68	42	98	89	131
		(82.44)	(51.91)	(32.06)	(74.81)	(67.94)	(100.00)
3.	Gudvella	49	36	26	39	48	62
		(79.03)	(58.06)	(41.94)	(62.90)	(77.42)	(100.00)
4.	Khaprakhol	80	49	39	68	67	92
		(86.96)	(53.26)	(42.39)	(73.91)	(72.83)	(100.00)
5.	Loisingha	77	43	26	57	51	89
		(86.52)	(48.31)	(29.21)	(64.04)	(57.30)	(100.00)
6.	Muribahal	101	66	48	81	77	115
		(87.83)	(57.39)	(41.74)	(70.43)	(66.96)	(100.00)
7.	Patnagarh	111	72	51	75	81	129
		(86.05)	(55.81)	(39.53)	(58.14)	(62.79)	(100.00)
8.	Puintala	51	38	32	49	54	74
		(68.92)	(51.35)	(43.24)	(66.22)	(72.97)	(100.00)
9.	Sainatala	92	61	54	69	63	97
		(94.85)	(62.89)	(55.67)	(71.13)	(64.95)	(100.00)
10	Titilagarh	98	89	71	87	82	112
		(87.50)	(79.46)	(63.39)	(77.68)	(73.21)	(100.00)
11	Balangir (Municipality)	17	15	12	16	14	18
		(94.44)	(83.33)	(66.67)	(88.89)	(77.787)	(100.00)
12.	Patnagarh (NAC)	13	9	7	10	9	15
		(86.67)	(60.00)	(46.67)	(66.67)	(60.00)	(100.00)
13.	Titilagarh NAC	11	7	6	8	8	12
		(91.67)	(58.33)	(50.00)	(66.67)	(66.67)	(100.00)
	TOTAL	861	586	437	703	694	1010
		(85.25)	(58.02)	(43.27)	(69.60)	(68.71)	(100.00)

Source: Based on field data.

Zilla Sakhyarata Abhijan Samiti, Balangir has been able to remove various social backwardness prevailing in the society despite facing financial problems. Superstitions like *Guniya* for the cure of diseases has been reduced up to the level of 80 per cent among neo literates. Dowry system, child marriage, denial of women right in parental property and gender bias has been reduced significantly. The impact of environmental awareness was glaring in different blocks, NAC's and municipal areas as people developed interest in plantation and gram safai yojna like campaigning launched by ZSAS. The programmes launched by ZSAS have been able to inculcate the habit of using clean drinking water among neo-literates, particularly belonging to tribal population. Despite all these positive initiatives, the PL Programme run by ZSAS Balangir cannot be termed as fully successful because no programme for income generation for neo-literates could be run so far. Vocational self development and organisational skill is lacking among neo-literates because training programmes for the same could not been launched by ZSAS Balangir. For all practical purposes, BDOs at the block level have not given importance to neo-literates. They have preferred associating themselves with on going development programmes. At the same time, neo-literates do not have required capital to initiate new ventures. Under such circumstances, banking facilities should be made available to neo-literates. Thus, in the absence of administrative support, banking facilities and special vocational training to neo-literates, the required strength, speed and coverage of the programme run by ZSAS could not be achieved.



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## **CHAPTER VI**

# **PREPAREDNESS FOR CONTINUING EDUCATION PROGRAMME : ZILLA SAKHYARATA ABHIJAN SAMITI, BALANGIR**

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### **6.1 BACKGROUND:**

**B**ALANGIR district presents an underdeveloped economic scenario in the state of Orissa. The district covers an area of 6569.5 sq. Kms. With rich forest cover and minerals.

There are 2001 primary schools for a population of over 14 lakhs residing in 14 blocks, 3 NACs and one municipal area of the district Balangir. Thus, the number of primary schools is found to be quite insufficient to cater the population, particularly living in rural areas of the district. The teacher pupil ratio turns out to be 1:65. Apart from these, there are 386 middle schools and 229 secondary schools available in the district. Having such a small number of educational institutions in the district, all the students are not getting scope



to be admitted in the existing schools. The problem is more severe for girls who cannot move out of their villages for further education. Poor economy of the parents compels the students in general and the girl students in particular to be dropped out from the school stream.

In such conditions, prior to initiation of TLC and PL Programme in the district, illiteracy emphasised unemployment due to lack of job opportunity. It also caused lack of needed awareness among more people living in rural areas. Elimination of illiteracy, being a major policy for developing human resources for self-employment, the Literacy Campaign was under taken in the year 1992 in this district for 4,43,130 illiterates of 9 to 45 years age group. The plan of Action was approved in October 1992 by NLM, teaching and learning under TLC was launched on 2<sup>nd</sup> October 1993. Due to several constraints and difficulties the campaign continued till 30<sup>th</sup> June 1996. The success rate came to 59.78 per cent of the target in Balangir district. The campaign also added 21.8 per cent literates to the total population within three years. Apart from this, the literacy campaign added larger awareness in respect of primary education, family planning immunisation, conservation of forest and soil, small saving attitude and strength of unity. Impact of "Kalyan Village" was found to be quite impressive during the Total Literacy Campaign (TLC).

Immediately after the first phase of TLC, second phase, Post Literacy Programme (PLP) was launched on 2<sup>nd</sup> October 1996. It was implemented with full swing but in absence of timely release of second instalment to the Zilla Sakhyarata Abhijan Samiti (ZSAS), its monitoring was severely affected.

The second instalment was released as late as in April 1999. In course of Post Literacy Campaign, Zilla Sakhyarata Abhijan Samiti has stressed upon the empowerment of women with the help of dedicated functionaries. The remarkable achievements were made in the field of health and family welfare during PL Phase in the district. Efforts were made during this period to control the population growth rate and preventive measures were worked out for polio, whooping cough, measles, diphtheria and T.B. Mother and childcare knowledge were given through ICDS functionaries to 1261 Aanganwadi Centres in the district. Many more efforts were made in the field of agriculture through adoption of scientific methods and cooperative farming.

## **6.2 NEED OF CE PROGRAMME FOR BALANGIR**

Despite all efforts mentioned above, which were made during TL and PL phase do not appear enough to bring about significant improvement in the quality of life for the rural and urban population of Balangir district. Only follow-up programmes of Post Literacy can strength the success. Sustenance of Zeal and enthusiasm depends upon follow up action. ZSAS may emphasis upon the use of human resources in proper manner to enrich the traditional skill, interest and enthusiasm of neo-literates through the continuing education scheme.

The district has underdeveloped population. As poverty covers 74 per cent of the individual economy, self-employment is very much necessary for larger employment opportunities in the district. Though the district is rich in forest

product and minerals, industrialisation is still at a long back distance due to lack of vocational skill. Poverty is also a major hurdle in this regard. Thus, the available resources could not be utilised so far at an optimum level. The implementation of CE programme appears to be an urgent need to resolve all these problems and issues and may provide ample employment opportunities in primary, secondary and tertiary sector.

In the field of agriculture, the farmers and agricultural labourers are underemployed and the yield and production is quite low. Larger operational holdings can bring about agricultural revolution with the adoption of scientific methods and non-traditional irrigation technology in agriculture. Neo-literate farmers and agricultural labourers may be trained for these purposes by Zilla Sakhyarata Abhijan Samiti through continuing education scheme. The rural community may also be guided for cooperative farming, hence skill development programme for cooperative farming may be proposed for rural population under CE programme in Balangir.

Continuing Education may emphasise upon to bring required positive changes in life style of women population belonging to SC and ST groups. Though the literacy percentage in the district was achieved to the tune of 60.48 per cent through TL and PL campaign as compared to 38.60 per cent during 1991, yet more effort are required to be made specially for women belonging to weaker section i.e., SC and ST women. The literacy percentages among these groups of women were 16.33 and 8.65 respectively in 1991. Recorded literacy percentage among rural SC and ST women were

only 14.45 and 8.31 respectively. Thus, Continuing Education Programme is required to be implemented for the maintenance and sustenance of women empowerment in the district.

As regards health and family welfare of the district, the existing facilities and measures are not sufficient considering the total population of the district. In view of this, Zilla Sakhyarata Abhijan Samiti has proposed planning to aware the women more through continuing education by encouraging their reading habits, supplying necessary books and providing guidance. Continuing Education may focus upon all-round health and hygiene aspects of the community.

### **6.3 AIMS AND OBJECTIVES OF CONTINUING EDUCATION PROGRAMME FOR BALANGIR**

The concept of Continuing Education Programme is to provide all the learning opportunities to the neo-literates and other interested individuals. Successful C.E. Programme can lead the people to be a part of learning society. An important need of a social environment is knowledge and skill. This programme can generate sustainable awareness amongst the rural people with which they may lead their life comfortably. Literate youth and adults of the society may be facilitated to get opportunity to be engaged in life long learning. C.E. will enable the learners to support to the programme at the grass-root level. So all the citizens should work for betterment of the learning

society. Local participation for socio-economic development is the important parameter of the concept of this programme.

Continuing Education Programme has to lead the people to improve their quality of life in an integrated and sustainable way. It may be designed within the peculiarities of the people to get support from all levels of the society as well as various development schemes. ZSAS aims strong local participation and collection of actual socio-economic data to make the Continuing Education Programme more effective.

Zilla Sakhyarata Abhijan Samiti, Balangir has planned to implement the C.E. Programme with the following objectives:

- 1. Basic Literacy, Post Literacy and Continuing Education is viewed as un-separated programmes.**
- 2. There will be linkage between these three programmes to change the capability of literacy learners, Post Literacy Learners and Continuing Education beneficiaries.**
- 3. This programme will be unified programmatic, pedagogic and social prospective.**
- 4. Continuing Education is intended to responsive, alternative structure for life long learning.**
- 5. It will be based on existing Cultural and Technical skill of the people.**
- 6. It will work within the over-all framework of Adult literacy scenario in the district.**



7. *It will raise expectations from literacy and learning.*
8. *It will make learning arrangement for all out of School adolescents and School dropouts as well as for neo-literates of P.L. Programme.*
9. *It will emphasis on Vocational and skill development initiatives.*

## **6.4 PROPOSED STRUCTURE OF CE PROGRAMME**

Giving importance to the effectiveness of the programme structure of CE is based upon population and distance. The Guide-line of N.L.M. is followed by Zilla Sakhyarata Abhijan Samiti ordinarily but structure of C.E.C. in some parts of the District like hilly area and sparsely populated area. Zilla Sakhyarata Abhijan Samiti has taken decision, to establish C.E.C., considering the convenience of monitoring. So the structural frame is area specific in the District.

Keeping in view inconveniency; structure of C.E.C. is based upon 1000 population and 6-8 Sq. Kms area - one C.E.C. will be under the charge of a Prerak. There will also be an Assistant Prerak to assist the Prerak as per CE proposal of ZSAS.

### **6.4.1 ESTABLISHMENT OF CONTINUING EVALUATION CENTRE (C.E.C.)/NODAL CONTINUING EDUCATION CENTRE (N.C.E.C.)**

A C.E.C. in the District of Balangir is proposed to be set-up as per N.L.M. Guide-lines. In some micro-area special relaxation is to be given for effective



implementation of the Programme. Inconvenient area in which communication facility is not available for the people Z.S.A.S. will provide opportunity of a C.E.C. for the people being flexible. So in such hilly and scattered village area one C.E.C. may facilitate 500-1000 population within 3 to 5 Kms distance.

In case of N.C.E.C. relaxation is to be given due to inconveniency. So Zilla Sakhyarata Abhijan Samiti is flexible to set-up one C.E.C. even with a cluster of 3-5 C.E.Cs.

In the villages having more than 3000 population C.E.C. for female may establish separately in consultation with the community.

#### **6.4.2 FUNCTION OF C.E.C. AND N.C.E.C.**

Prerak will be in-charge of a C.E.C. one Asst. Prerak will also work in a C.E.C. for teaching to illiterates. The main function of C.E.C. will be as follows:

1. It will be the centre for non-literates and neo-literates for teaching-learning habit.
2. It will have a library and reading room.
3. There will be village Education Committee (V.E.C.) to ensure the participation of the Community.

4. A C.E.C. will be the venue for group discussion and Charcha Mandal.
5. It will be the venue for Vocational Training and skill up-gradation programmes.
6. It will be a venue for cultural activities and recreational activities.
7. It will be a venue for Cultural activities and recreational activities.
8. It will serve as a Community Centre.
9. It will facilitate the support of other Development Departments.
10. It will be a composite information centre.
11. N.C.E.C. will have also the above functions as well as effective monitoring responsibility to ensure proper functioning of C.E.Cs as tagged to the N.C.E.C.

#### **6.4.3 RESPONSIBILITY OF C.E.C. PRERAKS**

1. Establishing Education Centre in his location.
2. Preparation of Information Charts and display for the Charts time to time.
3. Informing the community about the services provided by C.E.C.
4. Maintaining the materials.
5. Arranging the layout/Designing.
6. Fixing up working hour of C.E.Cs both for Library and reading session.
7. Getting inaugurated by a community leader.
8. Arranging Books/Newspapers/Magazines both print non-print in a systematic manner.
9. Displaying new arrivals.

10. Arranging furnitures for Library and reading room.
11. Identifying reading and learning needs.
12. Maintenance of Stock and Issue Registers.
13. Arrangement of Orientation and Vocational Training Programmes.
14. Knowing each title of the Library books.
15. Providing feed-back to ZSAS about services and utility of reading materials.
16. Organizing future/demonstration session on Government development scheme/programme.
17. Reading minutes of each activity.
18. Organizing Cultural Activities in his area identifying local folk art forms, street plays, dance and music, etc.
19. Liaisoning with Youth Club/Mahila Mandals.
20. Receiving information regarding various development programmes.
21. Collecting information of the CES Village such as crops, population, education, occupation, health services, etc.

#### **6.4.4 RESPONSIBILITY OF ASSISTANT PRERAKS**

1. Conducting survey to identify neo-literates/non-literates in the area.
2. Grouping learners according to their literacy skills.
3. Preparation of time schedule for running the centre.

4. Arranging learning aids, listing the learners, making seating arrangements, supplying books and aids, putting up posters and charts, etc.
5. Maintaining survey records, attendance register.
6. Maintaining attendance of learners.
7. Coaching learners for External Evaluation.
8. Conducting literacy classes.
9. Collecting information as and when necessary.

#### **6.4.5 RESPONSIBILITY OF NODAL PRERAKS**

In addition to the CEC Preraks a Nodal Preraks is also proposed with following responsibilities:

1. Supervision of CECs in the cluster.
2. Distribution of materials supplied by Zilla Sakhyarata Abhijan Samiti.
3. Management of Library and Reading Room.
4. Maintenance of Accounts.
5. To receive and review the reports of CEC Prerak.
6. To submit monitoring reports at Block and Zilla Sakhyarata Abhijan Samiti.
7. To evaluate community participation to co-ordinate CEC Prerak.
8. To liason between Prerak, Block and ZSAS.
9. To co-ordinate officers of the local administration as and when necessary.

10. To organize Workshops/Orientation and Vocational skill upgradation programmes.

#### **6.4.6 REQUIRED SPACE FOR A C.E.C.**

A CEC is proposed to have two areas, one for Literacy reading room and the other for Training/Workshop and discussion. Specific space as mentioned in the Guidelines of N.L.M. may not be available in all C.E.C. Centres. So Zilla Sakhyarata Abhijan Samiti has considered to manage a C.E.C. in the space available in the locality. The same procedure will be followed in case of N.C.E.C. Since more than 50% of the population are under the poverty line, separable extra rooms are not possible to provide by the villagers of more than 40 per cent C.E.C. and N.C.E.C. villages. So Zilla Sakhyarata Abhijan Samiti has requested for the sanction of house rents for 450 C.E.Cs and 50 N.C.E.Cs.

Timing of C.E.C. and N.C.E.C. are proposed to be fixed up by the local Community. So there may not be uniformity in the timing for running of C.E.C. and N.C.E.C. N.C.E.Cs and C.E.Cs will run regularly according to the convenience of the community concern.

## **6.5 IMPLEMENTATION OF CE PROGRAMME**

Activities of C.E. Programme are proposed to be adopted by Zilla Sakhyarata Abhijan Samiti, Balangir through the Block and Urban Sub-Projects in the District.

At the District Level Zilla Sakhyarata Abhijan Samiti; Secretary will be in-charge of the District Control Room of Z.S.A.S. District Co-ordinator, TLC/PLC will remain in-charge during C.E. Programme and will work under the Secretary, Zilla Sakhyarata Abhijan Samiti to coordinate Z..S.A.S. with Sub-Projects. He will guide the Sub-Project Co-ordinators and N.C.E.Cs Preraks. After approval of this C.E. Action Plan there may be one Asst. Co-ordinator to monitor assigned Sub-Projects in view of regular monitoring and reporting. He/She is proposed to be deputed to Zilla Sakhyarata Abhijan Samiti from other establishment or engaged on temporary honorarium. Collector and Chairman, Zilla Sakhyarata Abhijan Samiti will be the Chief Executive of Continuing Education Programme. Secretary and District Co-ordinator will monitor and review the work of Sub-Projects and N.C.E.Cs.

Sub-Project Co-ordinator will implement the activities of the Programme in their area through their N.C.E.C.s Prerak. N.C.E.C. Prerak will implement through C.E.Cs Prerak. So Programme implementation strategy will be from district to Sub-Projects, Sub-Projects to N.C.E.C. and then from N.C.E.C. to C.E.C. concerned.



### **6.5.1 SELECTION OF PRERAK**

Selection of Prerak for a C.E.C. will be based upon the following criteria.

1. He/she should be a Volunteer of TLC/PLC.
2. He/She should have passed H.S.C. Examination.
3. He/She should have interest to serve for the people.
4. He/She should be acceptable by the Local Community and Local V.E.C.
5. He/She should sign a declaration to hold responsibilities as assigned to him/her.

### **6.5.2 SELECTION OF ASSISTANT PRERAK**

Procedure of Selection of Prerak (C.E.C.) is proposed to be followed for the selection of Assistant Prerak of a C.E.C.

### **6.5.3 SELECTION OF NODAL PRERAK**

In case of Selection of a Prerak for a Nodal C.E.C. Educational Qualification should be a Bachelor Degree in any stream. Relaxation may be given in the area where such qualified candidate is not available in the Nodal Area.

#### **6.5.4 VILLAGE EDUCATION COMMITTEE**

As per CE Programme of ZSAS Balangir, there will be a Village Education Committee in each revenue village of the District. The Committee will ensure Community participation in Continuing Education Programme. The committee is considered to be formed by the Block Co-ordinator concerned considering of 5 to 7 persons (including two women) having interest in C.E. Programme. The members of the V.E.C. may suggest any matter for betterment of the village people. They are also expected to cooperate the Prerak in his organisational work. Wherever the V.E.C. under D.P.E.P. Programme will be interested to work for C.E. Programme, the same can continue for C.E. Programme. Otherwise V.E.C. under C.E. Programme may be formed. List of V.E.C. members is proposed to be recorded in the Sub-project office for further necessity.

#### **6.5.5 MONITORING**

Monitoring of Continuing Education Programme is very important for quality and functional control of the Programme. Overall responsibility of Monitoring is proposed to live on Zilla Sakhyarata Abhijan Samiti. So Secretary and District Co-ordinator is proposed to monitor personally and expected to do as per necessity for betterment.

As per provisions of the proposal Zilla Sakharata Abhijan Samiti may form Monitoring Committee at Block level if necessary. Block Co-ordinator may

monitor the work of Nodal and C.E.C. Preraks under the Blocks concerned and give them proper guidance for betterment in future.

A Prerak of a Nodal C.E.C. may monitor all C.E.Cs of concerned Nodal C.E.Cs and report accordingly. Members of V.E.Cs may monitor the work of C.E.C. Prerak and report to the Block/District in time. Monthly Progress Report in a format for C.E. Programme & Progress in teaching learning of illiterate's may be submitted to the Block/ULB sub-project and Z.S.A.S., Balangir within 10<sup>th</sup> of every month.

At the time of monitoring of District and Block level functionaries Prerak of one N.C.E.C/C.E.C. and Assistant will be responsible for their assigned work. Like-wise at the time of monitoring of District Level functionaries Sub-project Coordinator and Prerak of N.C.E.Cs and C.E.Cs are proposed to be answerable for their responsibilities.

There is proposal for one monthly meeting at all level i.e., C.E.C./V.E.C./N.C.E.C. Sub-project and District Level to review the monthly progress of concerned functionaries. Date of Review Meeting may be fixed up in the first meeting at all level. Zilla Sakhyarata Abhijan Samiti may direct the functionaries to discuss any special matter wherever necessary.

### **6.5.6 REPORTING PRO-FORMA**

Monthly reporting Proforma is prepared to be printed and supplied to each C.E.Cs, N.C.E.Cs and Sub-Projects to submit their monthly reports in time i.e., on the day of Monthly Review Meeting.

## **6.6 FUNCTIONING OF CE PROGRAMME IN BALANGIR**

### **6.6.1 EDUCATIONAL MATERIALS**

In view of providing opportunity for life long learning under Continuing Education Programme, Zilla Sakhyarata Abhijan Samiti may take responsibility to supply valuable literacy Books, Books developed by ZSAS as per necessity, Information Board for C.E.C. and N.C.E.C. Sports and Cultural materials as per Budget of C.E.C. and N.C.E.C. for their regular use. Prerak of C.E.C. and N.C.E.C. are responsible to see the proper use and maintenance of materials in their centres. In the area where villages are sparsely situated concerned C.E.C. Prerak will have to distribute the materials among the people of all the village under the C.E.C.

### **6.6.2 SCREENING OF MATERIALS**

As N.L.M. has indicated that materials specially developed for Continuing Education by Govt./non-Govt. and Private Agencies can be used and adopted

for Continuing Education, Z.S.A.S. has proposed to follow the same principle in consultation with the Directorate, Mass Education, Orissa.

Z.S.A.S. may present any other book developed by local Agencies or individual writers for the use of the beneficiaries of the District before the Screening Committee of the State for approval.

### 6.6.3 TRAINING

Training Programme for Prerak, Assistant Prerak of C.E.C. & N.C.E.C. may be conducted separately at Block and Sub-Divisional Level. Curriculum of the Training Programme may be prepared by Zilla Sakhyarata Abhijan Samiti in consultation with the Director, S.R.C. and Director, Mass Education, Orissa. The Programme for Training of C.E.C. Preraks and Assistant Preraks is proposed to be held twice in a year for three days each.

Prior to Training Programme for Preraks, a Training Programme for Sub-Project Co-ordinators and District functionaries may be conducted at the District Head Quarters by the Resource Persons of S.R.C., Bhubaneswar. Zilla Sakhyarata Abhijan Samiti has proposed to give greater emphasis to communication gap during the Training Programme. If at all necessary, separate Programme may be conducted in any sub-Projects in view of better implementation of the Programme.

#### **6.6.4 INDIVIDUAL INTEREST PROMOTION PROGRAMME (I.I.P.P.)**

The I.I.P. Programme in C.E. is to provide opportunities to the individuals to develop their (a) Social (b) Cultural (c) Spiritual (d) Health (e) Physical and artistic interests of their choice. Activities under IIP may be implemented for spending leisure time of the individuals. Zilla Sakhyarata Abhijan Samiti, Balangir has proposed to implement this programme (I.I.P.P.) to develop Technical skill of the interested participants in view of their Income Generation. Special training programme for Tailoring, Dressmaking, Preparation of Food items and repair of household appliance will be taken up in each C.E.C. for 50 participants each. The ratio of participants male/female is proposed to be taken 15 and 35 respectively. Beneficiaries of each C.E.C. under I.I.P.P. programme may be identified by the V.E.C. concern considering the economic status of the households.

Besides these, there will also be social, cultural and health activities as per Guideline of N.L.M.A. may be implemented for the under-developed societies in the District.

#### **6.6.5 QUALITY OF LIFE IMPROVEMENT PROGRAMME**

##### **1. BIOLOGICAL**

Under this programme there are following proposals:

- (a) Health awareness/Practice
- (b) Good living habits



- (c) Food and nutrition
- (d) Health Care
- (e) Medical Facilities

2. SOCIAL

- (a) Positive attitude towards society
- (b) Happiness in living together.
- (c) Communal Harmony.

3. ECONOMIC

- (a) Labour and honesty
- (b) Co-operation and help
- (c) Positive attitude towards other vocations
- (d) Policies to help self-employment

4. HUMANISTIC

- (a) Consideration for others value
- (b) Co-operation and consideration
- (c) Attitude to help under privileged
- (d) Value to help under privileged
- (e) Value of Education

5. ENVIRONMENTAL

- (a) Care for nature
- (b) Environment around Home
- (c) Policies of environment

The above mention five dimension are the objectives of Quality of Life Improvements Programme under C.E.C. in the District of Balangir. Zilla Sakhyarata Abhijan Samiti has proposed to implement Training Programme for the neo-literates, interested individuals to develop their essential knowledge, attitude and skills to improve their Quality of Life. The whole Programme is proposed to be completed in the third year of C.E.C. The duration of Training/Orientation is scheduled to be 70 days for each dimension excluding holidays. Resource Person as per necessity may be engaged by the Zilla Sakhyarata Abhijan Samiti to impart Training/orientation to the participants. Nos of participants in each dimension may be 30-50 in each C.E.C.

#### **6.6.6 RECOMMENDATIONS**

The proposed CE programme by ZSAS Balangir contains all required prerequisites and merits. However, its implementation in Balangir district will require special care and attention in the absence of needed vocational training and skill development programmes during PL Phase. The district consists most of the agricultural based rural population which has suffered from hunger and poverty owing to recurrence of draught from many years. Under these circumstances, district and block level officials will have to be tuned to cooperate and help target population under CE Programme by way of associating them with ongoing development programme of the district. Maximum efforts should be to live up existing government programmes with

the schemes of proposed CE Programme. The CE Programme must be helpful in providing economic benefits to rural and urban population. Specially belonging to weaker section of the district through ongoing government development schemes. In course of field visit to 14 blocks, 3 NACs and municipal area of the district it was found that many women groups were waiting for the skill development programmes and required funds for their gainful engagement in different areas. It was also found that most of the allotted funds meant for the rural and urban population (BPL) could not reach properly to them. The proposed CE Programme has to take care of these existing problems apart from its literacy component.

The Secretary, ZSAS, Balangir should be more active to implement development programmes for the neo-literates. He has to plan properly with the District Co-ordinator.

Considering the awareness level and confidence generated among the male and female learners in the district during TLC and PLC phase, we think that CE Programme for this district is a must at this stage and we are hopeful that the CE Programme may turn out to be extremely successful provided it is implemented considering above mentioned priorities. We are strongly recommending for an early sanction and implementation of CE Programme in Balangir district proposed by ZSAS.

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## CHAPTER VII

### **QUALITY INDEX OF POST-LITERACY PROGRAMME OF ZILLA SAKHYARATA ABHIJAN SAMITI, BALANGIR**

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**T**HE *National Literacy Mission (NLM)* has prescribed the evaluation of seventeen (17) objectives which have been prescribed for implementation during the post-literacy programme. The Mission has suggested to prepare a Composite Quality Index based on the performance level of Post Literacy Programme in respect of each of the seventeen objectives as revealed by the evaluation to arrive at the Quality Index of PLP performance.

The NLM has proposed that the performance of Post Literacy Programme implemented in a district (Balangir district of Orissa in case of PL Programme implemented by the Zilla Sakyarata Abhijan Samiti on the basis of performance level of each of the seventeen (17) objectives) be assessed by the evaluation agency on

a five (5) point scale giving score of 0,1,2,3,4 or 5. The scores can be given appropriate weightages and weighted composite score can be calculated. The NLM has proposed the following weightage scheme as shown in Table VII.1 in respect of each of the seventeen (17) objectives of evaluation of PL Programme:

**TABLE VII.1: NLM PROPOSED WEIGHTAGES TO BE DESIGNED TO THE SEVENTEEN OBJECTIVES OF PLP EVALUATION**

SL.NO.	NO. OF OBJECTIVES	WEIGHT
1.	1	6
2.	2	6
3.	3	5
4.	4	7
5.	5	8
6.	6	7
7.	7	7
8.	8	6
9.	9	5
10.	10	5
11.	11	7
12.	12	6
13.	13	5
14.	14	4
15.	15	6
16.	16	5
17.	17	5

Source: Evaluation of Post Literacy Programme, NLM Guidelines, 1999, New Delhi.

The score given to each objective should be multiplied by the assigned weight and the resultant figures should be added together for all the 17 objectives and then divided by 5 to get the composite score, which have been termed as 'Quality Index of PLP Performance'.



The NLM has not suggested as how to provide score to each of the 17 objectives. It has been left to the assessment of the evaluation agency as far assigning the score is concerned. However, some objectives are straight quantitative and are to be expressed in percentage terms. The scoring of these objectives has been prescribed by the NLM as shown in the following Table VII.2.

**TABLE VII.2: SCORING OF QUANTITATIVE OBJECTIVES**

Percentage	0	0-20	21-40	41-60	61-80	81-100
Score	0	1	2	3	4	5

Source: *Evaluation of Post-Literacy Programme, NLM Guidelines, 1999, New Delhi.*

### **7.1 SCORING THE PERFORMANCE OF SEVENTEEN OBJECTIVES OF PL PROGRAMME OF ZILLA SAKHYARATA ABHIJAN SAMITI, BALANGIR**

The performance of each of the seventeen (17) objectives of PL Programme implemented by the Zilla Sakhyarata Abhijan Samiti has been analysed in previous Chapters. Here the level of performance of each objective has been scored on five-point scale in order to arrive at the Quality Index of PL Programme of the ZSAS. The five point scores have been assigned to seventeen objectives as shown in Table VII.3.



**TABLE VII.3: QUALITY INDEX OF POST-LITERACY PROGRAMME:  
ZILLA SAKHYARATA ABHIJAN SAMITI, BALANGIR ,  
ORISSA**

Sl.No.	Objectives as given in Chapter I (Page 3 & 4)	Five Point Score	Percentage weight	Score X Weight
1.	1	0	6	0
2.	2	2	6	12
3.	3	3	5	15
4.	4	3	7	21
5.	5	4	8	32
6.	6	5	7	35
7.	7	3	7	21
8.	8	3	6	18
9.	9	2	5	10
10.	10	4	5	20
11.	11	3	7	21
12.	12	0	6	0
13.	13	2	5	10
14.	14	3	4	12
15.	15	2	6	12
16.	16	2	5	10
17.	17	4	5	20
<b>Composite Score</b>				<b>269</b>
<b>Quality Index =</b>	$\frac{\text{Composite Score}}{5} = \frac{269}{5} = 53.80$			

The score provided to each objective is generally based on the NLM guidelines and the utmost care has been taken to assign the score to the performance level of each objective of the study. The composite score was arrived at by adding the value obtained by score multiplied by the weight in respect of each objective and then dividing the composite score by five, which represented the five number of score points. In this way, the Quality Index of Post-Literacy Programme of Zilla Sakhyarata Abhijan Samiti was arrived at 53.80 per cent. On this basis, it may be inferred that the overall performance of PL Programme of the ZSAS lied in the rage of 50-60 per cent on the total sale of 100 which is indicative of moderate success.

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## **CHAPTER VIII**

# **CONCLUSIONS, OBSERVATIONS AND RECOMMENDATIONS**

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### **8.1 CONCLUSIONS**

**I**N the Balangir District of Orissa, the Zilla Saksharata Samiti was constituted to implement the literacy project in the district. The ZSS was named as Zilla Saksharata Abhijan Samiti (ZSAS). The ZSAS received the sanction of Total Literacy Campaign (TLC) on October 8, 1992 but the campaign was launched during September 1993 and June 1996. In the meantime, the Government Sanctioned the Post Literacy Programme (PLP) for the district on October 5, 1995. The ZSAS implemented the Post Literacy Programme during October 1996 and April 2000, though the teaching/learning and other activities proposed under the PL Programme are still being carried by ZSAS. The Post Literacy Programme sanctioned for the Balangir district was of two years duration. However, the programme ran for three years and eight

months approximately. The learners in the age group of 9 to 45 years were covered under the PL Programme. The composition of Zilla Sakhyarata Abhijan Samiti, Balangir during PL Phase indicated that decentralisation and people's participation was tried to be ensured in the programme. The programme activities were carried through the Gram Kalyan Kendras (GKK) and Shahar Kaiyan Kendras (SKK) established in every block and urban areas of the district. The collector of the district was the Chairman of ZSAS, and an executive committee of 25 members was constituted to manage the programme. One Secretary, one District Co-ordinator, 14 Block and 4 ULB Coordinators, 241 G.P. Coordinators, 1900 Chairmen of GKK and SKK and 8030 VG's remained involved in the implementation of the programme.

The analysis of the data supplied by the ZSAS revealed, the success of the enrolled learners during the TLC and PLP periods is concerned. The proportion of enrolled learners to target learners was found to be as high as 99 per cent during TLC period. Similarly, enrolment of Neo-literates was 93 per cent during PL Phase. On account of successfully enrolling larger proportion of learners, the gap between target and enrolled learners achieving NLM norms remained minimum and around 60 per cent of the enrolled and target learners reported to have obtained the NLM norms in Balangir district.

According to the data furnished by the ZSAS, Balangir, a total of 55,950 non-literates were identified as a mopping up learners of PL Phase. Out

of these 44,513 non-literates were reported to have been enrolled. In this way, around 80 per cent of the target mopping up learners were reported to have been enrolled.

The analysis of the data, further indicated the satisfactory performance of ZSAS, in terms of the learners of TL and PL phases who completed primer-II and III. It became evident that 81 per cent of the enrolled learners of TL Phase and 79 per cent of PL Phase completed primer - II in the Balangir district. The learners who completed primer - III during TLC and PLP phases were found to be 75 per cent and 82 per cent respectively.

ZSAS reported that, as on September, 2000 around 86 per cent of the enrolled neo-literates completed PL Primer in Balangir district. On the whole, 76 per cent of the enrolled learners and 53 per cent of the target learners of both TLC as well as PLP were made literate in the district.

The per learner expenditure incurred by the ZSAS included that Rs.58/- was the actual expenditure as against Rs.93/- was sanctioned for the PL Phase. Thus, ZSAS is to be appreciated for economising the expenditure during PL Phase.

The status of retention and upgradation of literacy skills acquired by the neo-literates during the TLC period was examined by taking the test of sample neo-literates in reading, writing and arithmetic. The NLM



guidelines of obtaining 70 per cent marks in total and 50 per cent marks in each skill of reading, writing and arithmetic was considered as a cut off point to determine the success of neo-literates. Our test result indicated that around 57 per cent of the sample neo-literates attained the success. However, inter-block variations were sharply evident. While in Deogaon, Patnagarh, Saintala and Titilagarh block results were remarkable, the performance level of neo-literates belonging to Khaprabhol, Loisingha, Patnagarh (NAC) and Titilagarh (NAC) were found to be near to average level. The success of neo-literates in case of reading, writing and arithmetic varied considerably ranging from 84 per cent in reading, 64 per cent in writing and 66 per cent in arithmetic respectively. The calculation of success rate of neo-literates vis-a-vis showed that 57 and 53 per cent of the total enrolled and target learners of Balangir district achieved NLM norms.

The test result of mopping up learners showed that 55 per cent of the sample learners attained the NLM norms, expected proficiency by getting 70 per cent in total marks and 50 per cent each in reading, writing and arithmetic. Here again the intra-block variations were evident. The success of learners was 73 per cent in reading, 68 per cent in writing and 70 per cent in arithmetic. The calculation of success rate in case of mopping up learners against their enrolment and target numbers revealed that 56 per cent and 43 per cent respectively obtain the NLM norms.



The NLM has laid, emphasis on initiating programmes for the socio-economic development of the learners, rather than taking care of teaching/learning, during the post literacy programme period. The NLM has broadly prescribed certain activities to be carried through by the Saksharata Samities. The ZSAS, also planned and implemented these activities during its PL Phase. It was examined and analysed that how efficiently ZSAS could implement these activities. It became evident that extensive environment building activities, in order to generate a demand for literacy and built people's verdict in favour of literacy, were undertaken by the ZSAS in the Balangir district. The major EB activities were student rallies, women rallies, cycle rallies, women cycle rallies, posters display and wall writings, cultural programmes and circulation of News Papers/Magazines. The ZSAS recorded a very positive impact of all these by activities of PL Phase, it was cross checked by us from the neo-literates and VG's about their awareness of ZSAS sponsored EB activities and their impact on them and society. It was revealed that, EB activities of the ZSAS have been successful in generating awareness about the literacy.

The Mid-Term evaluation of the Post-Literacy Programme was not undertaken. Therefore, ZSAS did not take corrective measures during the period when PL Programme was under implementation. The ZSAS carried a re-survey to identify neo-literates and non-literates for the PL Phase. The task of the re-survey was completed by February 8, 1996, covering entire Balangir district. The records of this survey were

examined by our research team based on two per cent random sample. A high degree of accuracy was found in the re-survey.

During the programme period, ZSAS involved 8030 Village Guides (VG's) at the GKK and SKK level. It was observed that the selections of VG's were made carefully. Motivated and internal persons were only selected. The VG's were in the younger age-group. Most of them were high school and non-student.

The records of ZSAS, Balangir shows that all village guides involved in PL Programme of the district were given three days training, which was found to be qualitative and effective. The ZSAS supplied the post literacy materials to all GKK and SKK adequately. The learner confirmed the use of ZSAS material. It also supplied PL Primer - Nua Patha to all new literates in the district. The local writers were engaged to produced 10 titles, incorporating local culture, rural folkloris, usefulness of trees etc. Besides, 95 more titles were procured from different publishers and distributed to all GKK and SKK.

The libraries were opened at all GKK and SKK. In this way, 1900 libraries were continuing, 105 titles of two sets operated. The VG's were made responsible for the management of libraries and they were trained to do so. It was observed that the functioning of libraries remained satisfactory during the initial phase of the PL Programme. However, as the programme proceeded the slackness came in and the situation as

exists today is that the functioning of libraries has more or less stopped. The frequency of issue and return of the library books could not be ascertained from the records of the libraries because we found that the registers were not maintained properly.

It was expected that ZSAS should have developed coordination and networking with various government departments to deliver the benefits of development to learners but the evaluation reveals that ZSAS could not develop such networking effectively. The NGO's involvement in the Post Literacy Programme was not found to be much effective.

The ZSAS was to implement various programmes, which make appreciable impact on the lives of learners. Such actions on the part of ZSAS were very crucial. The first and foremost was the vocational and skill development programmes. It was distressing to note that no such vocational and skill development programme was implemented by ZSAS in Balangir district, during the PL Phase. It is the most serious lacuna of Post Literacy Programme of Balangir district.

The other important aspect of Post Literacy Programme was to increase the awareness level, regarding the various programmes/schemes being run in the district. The impact of ZSAS initiative in this regard was observed to be by and large successful. On the points of accessibility, no positive change was observed. The reason was that the learners were not made capable of availing the facilities being extended under

different programmes/schemes because of lack of vocational and skill expertise. The successful efforts of ZSAS in overcoming the impediments of socio-economic development could not be observed much. However, women empowerment, women awareness and the Neo-literates awareness about several social and economic issues were observed to have improved and strengthened on account of ZSAS initiatives.

As for the preparedness for Continuing Education Programme (CEP) of Zilla Sakhyarata Abhijan Samiti, Balangir is concerned, it contains all pre-requisites and merits. Considering, by and large success of Post-Literacy Programme of Balangir district which became evident in our evaluation, there is a need on the part of the Government to sanction CE programme at earliest.

On the basis of NLM guidelines, a composite quality Index (CQI) was prepared on the basis of performance level of seventeen (17) objectives of the PL Programme. It denoted the quality index of performance of post literacy programme of Balangir district. On this basis the quality index of the PLP, Balangir come to 53.80 per cent which indicated the moderate success of the Post Literacy Programme of Balangir district.

## 8.2 OBSERVATIONS

The overall review of the results of evaluation, as mentioned above, indicated the fact that post literacy programme in Balangir district of Orissa could make significant impact on the status of teaching/learning of the neo-literates and non-literates. However, the PL Programme could do little as far as the most crucial issue of uplifting the socio-economic status of learners was concerned. In fact, the noticeable success in teaching/learning of PL Phase could be achieved due efforts made during the period of Total Literacy Campaign. It came to be known to us that Mr. C.J. Venugopal, the then district collector during the TLC phase, left no stone unturned make the TLC successful. On account of vision and planning of the TLC, the Campaign could make appreciable success in the district. Later on, when the PL Programme was launched, ZSAS received Rs.112 lakhs. The then Collector & chairman of the ZSAS ordered the purchase of teaching/learning materials worth around 80 per cent of the released money and rest was earmarked for training and EB activities. In this way, no money was left with ZSAS for monitoring the programme. The then Collector & Chairman of ZSAS did not properly stress upon different PL activities and monitoring of the programme. As a result, the post literacy programme suffered severely for about two years, since its take off. We feel that on account of such pitfall, the ZSAS could not implement the most important aspect of PLP i.e., the vocational and skill development programme. Hence, the programme



could make little impact on the economic status of poor learners of Balangir district. Lately, the ZSAS intensified its effort in these directions but it became late.

We further observed that post literacy programme in Balangir district was implemented similar to that of any other programme of the government. The programme had block co-ordinators who were mostly the Sub-Inspector of schools who were engaged in other than literacy work, and BDO's too, had much say in the programme. The participation of people, activists and NGO's, no doubt, was maintained but it could not be much effective. We also had the impression, that ZSAS staff did their best to make the programme successfully. The present collector and chairman of the ZSAS, Ms. CTM Suguna has taken keen interest in the programme. Despite adverse conditions of drought, prevailing in the district, Ms. Suguna has given a rejuvenation to the PL programme. However, PL Programme requires more interest, involvement and guidance.

The present Secretary of the ZSAS, Mr. D.D. Jena also seems to be dedicated for the literacy project of the district. He seems to have definite plan for the literacy programme to be implemented in future. It would be in the interest of the district if Mr. Jena remains associated with ZSAS as its Secretary. Mr. Shyam Sunder Acharya, district Co-ordinator at ZSAS is also a sincere and dedicated officer. Therefore, his association with future literacy programme would be meaningful. We also observed a spirit of selfless dedication and service among many



block co-ordinators and activists who remained associated with the programme.

The need of the hour is that the continuing Education Programme (CEP) is sanctioned for the Balangir district as early as possible and the ZSAS implements CEP, taking into account the lessons from the experiences of the post literacy programme and taking care of some of the points as follows:

### **8.3 RECOMMENDATIONS**

The following recommendations are presented and it is expected that ZSAS will consider them before planning the implementation of Continuing Education Programme:

- *The ZSAS must prepare a complete Plan of Action before it launches Continuing Education Programme (CEP). The ZSAS should discuss such action plan with the Director, Mass Education, Government of Orissa and may send a copy of the same to us so that if there are any necessary modifications, it may be recommended.*

- *The ZSAS is to see that the spirit of literacy programme i.e., people's participation is to be ensured. The involvement of interested people, activists and NGO's is to be steered in such a way that CEP may not become similar to that of other Government Programmes.*
- *The ZSAS is to draw a complete plan for vocational and skill development training and formation of income generating groups. The ZSAS may collaborate with other Saksharata Samities of the state who are known for their good record of imparting vocational training and organising the Self Help Groups (SHG's). In regard to this, ZSAS may get in touch with Rourkela Saksharata Samiti for extending necessary guidance on the vocational training and initiating income-generating activities among learners.*
- *The ZSAS is to integrate the activities of the other Government Departments like Agriculture, Health, Education etc with the literacy programme of the*

*district, to Channelise the benefits of these schemes to learners.*

- *Women groups for income generating activities are to be formed and prior provision of necessary support is to be planned.*

Despite, some of the above recommendations, the ZSAS is to make a self-evaluation of the success and shortcomings of its Total Literacy Campaign as well as Post Literacy Programme. No doubt, some of the efforts of the ZSAS have been remarkably successful, but the pitfalls are also serious. In the given situation, the ZSAS seems to be competent for planning and management of Continuing Education Programme. The need of the hour is, that the Government should sanction the Continuing Education Programme for the Balangir District of Orissa as early as possible.

**ANNEXURE - 1 : BLOCK-WISE NUMBER OF SAMPLE NEO-LITERATES  
OF PL PROGRAMME: BALANGIR DISTRICT, ORISSA**

Sl No.	BLOCKS	Sample Decided	Sample Actually Taken	Genuine Learners	Proxy Learners	Learners Could not be Available
1.	Balangir	308	288	285	3	20
2.	Deogaon	691	647	640	7	44
3.	Gudvella	254	238	235	3	16
4.	Khaprakhol	438	411	406	5	28
5.	Loisingha	421	392	389	3	27
6.	Muri Bahal	590	552	546	6	37
7.	Patnagarh	549	517	508	9	35
8.	Puintala	357	334	332	2	23
9.	Saintala	509	476	471	5	32
10.	Titilagarh	582	547	539	8	37
11.	Balangir (Municipality)	59	55	54	1	3
12.	Patnagarh (NAC)	43	40	40	--	2
13.	Titilagarh (NAC)	27	25	25	--	2
	<b>TOTAL</b>	<b>4828</b>	<b>4522</b>	<b>4470</b>	<b>52</b>	<b>306</b>

**ANNEXURE - II : BLOCK-WISE NUMBER OF SAMPLE MOPPING UP  
LEARNERS OF PL PROGRAMME : BALANGIR  
DISTRICT, ORISSA**

SI No.	BLOCKS	Sample Decided	Sample Actually Taken	Genuine Learners	Proxy Learners	Learners Could not be Available
1.	Balangir	142	129	126	3	13
2.	Deogaon	318	289	282	7	29
3.	Gudvella	117	106	104	2	11
4.	Khaprakhol	202	184	180	4	18
5.	Loisingha	194	176	173	3	18
6.	Muri Bahal	272	247	242	5	25
7.	Patnagarh	253	230	227	3	23
8.	Puintala	165	150	146	4	15
9.	Saintala	234	213	210	3	21
10.	Titilagarh	268	244	240	4	24
11.	Balangir (Municipality)	27	25	23	2	2
12.	Patnagarh (NAC)	20	18	17	1	2
13.	Titilagarh (NAC)	13	10	10	--	3
	<b>TOTAL</b>	<b>2225</b>	<b>2021</b>	<b>1980</b>	<b>41</b>	<b>204</b>



**ANNEXURE - III : BLOCK-WISE NUMBER OF SAMPLE NEO-  
LITERATES SELECTED FOR INTERVIEW:  
BALANGIR DISTRICT, ORISSA**

SL. NO.	BLOCK	SAMPLE DECIDED	SAMPLE ACTUALLY TAKEN
1.	Balangir	63	64
2.	Deogaon	130	131
3.	Gudvella	61	62
4.	Khaprakhhol	91	92
5.	Loisingha	88	89
6.	Muribahal	114	115
7.	Patnagarh	128	129
8.	Puintala	73	74
9.	Saintala	96	97
10.	Titilagarh	111	112
11.	Balangir (Municipality)	18	18
12.	Patnagarh (NAC)	15	15
13.	Titilagarh (NAC)	12	12
	<b>TOTAL</b>	<b>1000</b>	<b>1010</b>

**ANNEXURE IV : BLOCK-WISE DISTRIBUTION OF SAMPLE NEO-LITERATES  
ACCORDING TO TOTAL MARKS OBTAINED (MAXIMUM  
MARKS = 100)**

Sl. No.	BLOCKS	GROUP OF MARKS/NO. OF NEO-LITERATES				TOTAL
		0-49	50-59	60-69	70 & ABOVE	
1.	Balangir	23 (8.07)	37 (12.98)	57 (20.00)	168 (58.95)	285 (100.00)
2.	Deogaon	--	10 (1.56)	102 (15.94)	528 (82.50)	640 (100.00)
3.	Gudvella	15 (6.38)	31 (13.19)	40 (17.03)	149 (63.40)	235 (100.00)
4.	Khaprakhola	17 (4.19)	48 (11.82)	104 (25.62)	237 (58.37)	406 (100.00)
5.	Lolsingha	23 (5.91)	58 (14.91)	88 (22.62)	220 (56.56)	389 (100.00)
6.	Muribahal	98 (17.95)	76 (13.92)	78 (14.29)	294 (53.84)	546 (100.00)
7.	Patnagarh	1 (0.20)	21 (4.13)	88 (17.32)	398 (78.35)	508 (100.00)
8.	Puintala	17 (5.12)	22 (6.63)	91 (27.41)	202 (60.84)	332 (100.00)
9.	Saidntala	28 (5.94)	42 (8.92)	99 (21.02)	302 (64.12)	471 (100.00)
10.	Titilagarh	49 (9.09)	80 (14.84)	79 (14.66)	331 (61.41)	539 (100.00)
11.	Balangir (Municipality)	5 (9.26)	6 (11.11)	14 (25.93)	29 (53.70)	54 (100.00)
12.	Patnagarh (NAC)	2 (5.00)	6 (15.00)	10 (25.00)	22 (55.00)	40 (100.00)
13.	Titilagarh (NAC)	2 (8.00)	3 (12.00)	5 (20.00)	15 (60.00)	25 (100.00)
	<b>TOTAL</b>	280 (6.26)	440 (9.84)	855 (19.13)	2895 (64.77)	4470 (100.00)

Source: *Based on Test Result.*

**ANNEXURE V : BLOCK-WISE DISTRIBUTION OF NEO-LITERATES ACCORDING TO MARKS OBTAINED IN READING(MAXIMUM MARKS = 40)**

Sl. No.	BLOCKS	GROUP OF MARKS/NO. OF NEO-LITERATES								TOTAL
		0-4	5-9	10-14	15-19	20-24	25-29	30-34	35 & Above	
1.	Balangir	10 (3.51)	9 (2.81)	17 (5.96)	34 (11.93)	78 (27.37)	68 (23.86)	60 (21.05)	10 (3.51)	285 (100.0)
2.	Deogaon	-	-	3 (0.47)	14 (2.19)	36 (5.62)	96 (15.00)	324 (50.62)	167 (26.10)	640 (100.0)
3.	Gudvella	-	-	14 (5.96)	54 (22.98)	85 (36.17)	26 (11.06)	35 (14.89)	21 (8.94)	235 (100.0)
4.	Khapra Khol	-	-	17 (4.19)	18 (4.43)	86 (21.18)	82 (20.20)	168 (41.38)	35 (8.62)	406 (100.0)
5.	Loisingha	7 (1.90)	8 (2.06)	3 (0.77)	23 (5.91)	85 (21.85)	108 (27.78)	97 (24.94)	58 (14.91)	389 (100.0)
6.	Muribahal	10 (1.83)	28 (5.13)	95 (17.40)	64 (11.72)	53 (9.71)	107 (19.59)	120 (21.98)	69 (12.64)	546 (100.0)
7.	Patnagarh	-	-	1 (0.20)	10 (1.97)	101 (19.88)	184 (36.22)	136 (26.77)	76 (14.96)	508 (100.0)
8.	Puintala	-	3 (0.90)	9 (2.71)	22 (6.63)	41 (12.35)	66 (19.88)	109 (32.83)	82 (24.70)	332 (100.0)
9.	Saintala	5 (1.06)	19 (4.03)	8 (1.70)	24 (5.09)	68 (14.44)	141 (29.94)	121 (25.69)	85 (18.05)	471 (100.0)
10.	Titilagarh	8 (1.49)	44 (8.16)	54 (10.02)	76 (14.10)	60 (11.13)	94 (17.44)	114 (21.15)	89 (16.51)	539 (100.0)
11.	Balangir (Municipality)	-	-	1 (1.85)	4 (7.41)	19 (35.19)	7 (12.96)	6 (11.11)	17 (31.48)	54 (100.0)
12.	Patnagarh (NAC)	-	-	-	2 (5.00)	6 (15.00)	15 (37.5)	11 (27.5)	6 (15.00)	40 (100.0)
13.	Titilagarh (NAC)	-	-	-	1 (4.00)	3 (12.00)	5 (20.00)	12 (48.00)	4 (16.00)	25 (100.0)
	TOTAL	40 (0.89)	110 (2.46)	222 (4.97)	346 (7.74)	721 (16.13)	999 (22.35)	1313 (29.37)	719 (16.09)	4470 (100.0)
						63.94 Percentage				

Source: *Based on test result.*

**ANNEXURE VI : BLOCK-WISE DISTRIBUTION OF NEO-LITERATES  
ACCORDING TO MARKS OBTAINED IN WRITING  
(MAXIMUM MARKS = 30)**

SL NO.	BLOCK	GROUP OF MARKS/NO. OF NEO-LITERATES						TOTAL
		0-4	5-9	10-14	15-19	20-24	25 & Above	
1.	<i>Balangir</i>	36 (12.63)	63 (22.10)	29 (10.18)	77 (27.02)	61 (21.40)	19 (6.67)	285 (100.00)
2.	<i>Deagon</i>	19 (2.97)	82 (12.81)	19 (2.97)	132 (20.63)	309 (48.28)	79 (12.34)	640 (100.00)
3.	<i>Gudvella</i>	32 (13.62)	57 (24.25)	39 (16.60)	44 (18.72)	48 (20.43)	15 (6.38)	235 (100.00)
4.	<i>Khaprakhal</i>	29 (7.14)	61 (15.03)	75 (18.47)	124 (30.54)	84 (20.69)	33 (8.13)	408 (100.00)
5.	<i>Loisingha</i>	15 (3.86)	68 (17.48)	64 (16.45)	146 (37.53)	72 (18.51)	24 (6.17)	389 (100.00)
6.	<i>Muribahal</i>	26 (4.76)	91 (16.67)	85 (15.57)	101 (18.50)	93 (17.04)	50 (9.16)	546 (100.00)
7.	<i>Patnagarh</i>	18 (3.54)	47 (9.25)	59 (11.61)	105 (20.67)	214 (42.13)	65 (12.80)	508 (100.00)
8.	<i>Puintala</i>	29 (8.75)	44 (13.25)	43 (12.95)	102 (30.72)	95 (28.61)	19 (5.72)	332 (100.00)
9.	<i>Saintala</i>	21 (4.46)	72 (15.28)	98 (20.81)	113 (23.99)	112 (23.78)	55 (11.68)	471 (100.00)
10.	<i>Titilagarh</i>	25 (4.64)	67 (12.43)	88 (16.33)	145 (26.90)	154 (28.57)	60 (11.13)	539 (100.00)
11.	<i>Balangir Municipality</i>	—	—	12 (22.22)	22 (40.74)	12 (22.22)	8 (14.82)	54 (100.00)
12.	<i>Patnagarh (NAC)</i>	—	—	12 (30.00)	14 (35.00)	11 (27.50)	3 (7.50)	4 (100.00)
13.	<i>Titilagarh (NAC)</i>	—	—	3 (12.00)	9 (36.00)	9 (36.00)	4 (16.00)	25 (100.00)
	<b>TOTAL</b>	250 (5.59)	652 (14.59)	726 (16.24)	1134 (25.37)	1274 (28.50)	434 (9.71)	4470 (100.00)
					<b>63.58 Percentage</b>			

Source: *Based on Test Result.*



**ANNEXURE VII : BLOCK-WISE DISTRIBUTION OF NEO-LITERATES  
ACCORDING TO MARKS OBTAINED IN ARITH-  
METIC (MAXIMUM MARKS = 30)**

Sl NO.	BLOCK	GROUP OF MARKS/NO. OF NEO-LITERATES						TOTAL
		0-4	5-9	10-14	15-19	20-24	25 & Above	
1.	Balangir	27 (9.47)	41 (14.39)	45 (15.79)	43 (15.09)	61 (21.40)	68 (23.86)	285 (100.00)
2.	Deogoon	14 (2.19)	53 (8.28)	76 (11.87)	83 (12.97)	176 (27.50)	238 (37.19)	640 (100.00)
3.	Gudvella	23 (9.79)	62 (26.38)	51 (21.70)	20 (8.51)	18 (7.66)	61 (25.96)	235 (100.00)
4.	Khaprakhol	28 (6.90)	69 (16.99)	73 (17.98)	52 (12.81)	112 (27.59)	72 (17.73)	406 (100.00)
5.	Loisingha	15 (3.86)	38 (9.77)	57 (14.65)	50 (12.85)	98 (25.19)	131 (33.68)	389 (100.00)
6.	Muribahal	28 (5.13)	79 (14.47)	93 (17.03)	64 (11.72)	95 (17.40)	187 (34.25)	546 (100.00)
7.	Patnagarh	22 (4.33)	68 (13.38)	86 (16.93)	71 (13.98)	82 (16.14)	179 (35.24)	508 (100.00)
8.	Puintala	24 (7.23)	57 (17.17)	53 (15.96)	25 (7.53)	83 (25.00)	90 (27.11)	332 (100.00)
9.	Saintala	17 (3.61)	46 (9.77)	84 (17.83)	23 (4.88)	98 (20.81)	203 (43.10)	471 (100.00)
10.	Titilagarh	21 (3.90)	68 (12.61)	77 (14.29)	74 (13.73)	109 (20.22)	190 (35.25)	539 (100.00)
11.	Balangir (Municipality)	—	—	1 (1.85)	5 (9.26)	25 (46.30)	23 (42.59)	54 (100.00)
12.	Patnagarh (NAC)	—	—	1 (2.50)	4 (10.00)	13 (32.50)	22 (55.00)	40 (100.00)
13.	Titilagarh (NAC)	—	—	2 (8.00)	5 (20.00)	8 (32.00)	10 (40.00)	25 (100.00)
	TOTAL	219 (4.90)	581 (13.00)	699 (15.64)	519 (11.61)	978 (21.88)	1474 (32.97)	4470 (100.00)
					66.47 Percentage			

Source: Based on Test Result.



**ANNEXURE VIII : BLOCK-WISE DISTRIBUTION OF MOPPING UP LEARNERS  
ACCORDING TO TOTAL MARKS OBTAINED (MAXIMUM  
MARKS = 100)**

Sl. No.	BLOCKS	GROUP OF MARKS/NO. OF NEO-LITERATES				TOTAL
		0 - 49	50 - 59	60 - 69	70 & ABOVE	
1.	<i>Balangir</i>	12 (9.52)	20 (15.88)	33 (26.19)	61 (48.41)	126 (100.00)
2.	<i>Deogaon</i>	9 (3.19)	14 (4.97)	61 (21.63)	198 (70.21)	282 (100.00)
3.	<i>Gudvella</i>	7 (6.73)	9 (8.66)	28 (26.92)	60 (57.69)	104 (100.00)
4.	<i>Khaprakhol</i>	9 (5.00)	24 (13.33)	39 (21.67)	108 (60.00)	180 (100.00)
5.	<i>Loisingha</i>	14 (8.09)	23 (13.30)	31 (17.92)	105 (60.69)	173 (100.00)
6.	<i>Muribahal</i>	22 (9.09)	12 (4.96)	66 (27.27)	142 (58.68)	242 (100.00)
7.	<i>Patnagarh</i>	10 (4.40)	11 (4.85)	21 (9.25)	185 (81.50)	227 (100.00)
8.	<i>Puintala</i>	22 (15.07)	21 (14.38)	25 (17.12)	78 (53.43)	146 (100.00)
9.	<i>Saidntala</i>	11 (5.24)	26 (12.38)	39 (18.57)	134 (63.81)	210 (100.00)
10.	<i>Titilagarh</i>	19 (7.92)	36 (15.00)	54 (22.50)	131 (54.58)	240 (100.00)
11.	<i>Balangir (Municipality)</i>	- -	2 (8.70)	6 (26.09)	15 (65.21)	23 (100.00)
12.	<i>Patnagarh (NAC)</i>	- -	1 (5.88)	7 (41.18)	9 (52.94)	17 (100.00)
13.	<i>Titilagarh (NAC)</i>	- -	- -	2 (20.00)	8 (80.00)	10 (100.00)
	<b>TOTAL</b>	135 (6.82)	199 (10.05)	412 (20.81)	1234 (62.32)	1980 (100.00)

Source: *Based on Test Result.*

**ANNEXURE IX : BLOCK-WISE DISTRIBUTION OF MOPPING UP LEARNERS  
ACCORDING TO MARKS OBTAINED IN READING (MAXIMUM  
MARKS = 40)**

Sl. No.	BLOCKS	GROUP OF MARKS/NO. OF NEO-LITERATES								TOTAL
		0-4	5-9	10-14	15-19	20-24	25-29	30-34	35 & Above	
1.	Balangir	1 (0.79)	2 (1.59)	7 (5.58)	38 (30.18)	29 (23.02)	16 (12.70)	19 (15.08)	14 (11.11)	126 (100.0)
2.	Deogaon	1 (0.35)	19 (6.74)	21 (7.45)	45 (15.96)	56 (19.86)	43 (15.25)	60 (21.28)	37 (13.12)	282 (100.0)
3.	Gudvella	-	2 (1.92)	6 (5.77)	17 (16.35)	13 (12.50)	9 (8.65)	41 (39.42)	16 (15.38)	104 (100.0)
4.	Khapra Khol	2 (1.11)	13 (7.22)	17 (9.44)	22 (12.22)	40 (22.22)	29 (16.11)	32 (17.78)	25 (13.80)	180 (100.0)
5.	Loisingha	1 (0.58)	12 (6.94)	14 (8.09)	36 (20.81)	21 (12.14)	36 (20.81)	33 (18.08)	20 (11.58)	173 (100.0)
6.	Muribahal	3 (1.24)	18 (7.44)	27 (11.16)	48 (19.83)	25 (10.33)	41 (16.84)	47 (19.42)	33 (13.64)	242 (100.0)
7.	Patnagarh	-	1 (0.44)	13 (5.73)	19 (8.37)	48 (21.15)	58 (25.55)	51 (22.47)	37 (16.30)	227 (100.0)
8.	Puintala	1 (0.68)	13 (8.90)	17 (11.64)	16 (10.96)	19 (13.01)	22 (15.07)	39 (26.71)	19 (13.01)	146 (100.0)
9.	Saintala	-	9 (4.28)	13 (6.18)	12 (5.71)	17 (8.10)	79 (37.62)	52 (24.76)	28 (13.33)	210 (100.0)
10.	Titilagarh	1 (0.42)	7 (2.92)	11 (4.58)	31 (12.92)	53 (22.08)	61 (25.42)	40 (16.67)	36 (15.00)	240 (100.0)
11.	Balangir (Municipality)	-	-	-	2 (8.70)	3 (13.04)	9 (39.13)	6 (26.09)	3 (13.04)	23 (100.0)
12.	Patnagarh (NAC)	-	-	-	1 (5.88)	2 (11.76)	5 (29.41)	5 (29.41)	4 (23.53)	17 (100.0)
13.	Titilagarh (NAC)	-	-	-	1 (10.00)	2 (20.00)	3 (30.00)	2 (20.00)	2 (20.00)	10 (100.0)
	TOTAL	10 (0.51)	96 (4.85)	146 (7.37)	288 (14.55)	328 (16.57)	411 (20.76)	427 (21.57)	274 (13.84)	1960 (100.0)
72.73 Per centage										

Source: *Based on test result.*

**ANNEXURE X : BLOCK-WISE DISTRIBUTION OF MOPPING UP LEARNERS  
ACCORDING TO MARKS OBTAINED IN WRITING  
(MAXIMUM MARKS = 30)**

SL NO.	BLOCK	GROUP OF MARKS/NO. OF NEO-LITERATES						TOTAL
		0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 & Above	
1.	Balangir	10 (7.94)	17 (13.49)	20 (15.87)	22 (17.46)	19 (15.08)	38 (30.16)	126 (100.00)
2.	Deogaon	18 (6.38)	26 (9.22)	49 (17.38)	69 (24.47)	88 (31.21)	32 (11.35)	282 (100.00)
3.	Gudvella	9 (8.65)	14 (13.47)	21 (20.19)	22 (21.15)	25 (24.04)	13 (12.50)	104 (100.00)
4.	Khaprakhol	7 (3.89)	21 (11.67)	37 (20.56)	48 (26.67)	39 (21.67)	28 (15.56)	180 (100.00)
5.	Loisingha	12 (6.94)	18 (10.40)	22 (12.72)	37 (21.39)	33 (19.08)	51 (29.48)	173 (100.00)
6.	Muribahal	9 (3.72)	23 (9.50)	56 (23.14)	53 (21.90)	57 (23.55)	44 (18.18)	242 (100.00)
7.	Patnagarh	10 (4.41)	15 (6.61)	17 (7.49)	26 (11.45)	84 (37.00)	75 (33.04)	227 (100.00)
8.	Puintala	7 (4.79)	18 (12.33)	29 (19.86)	35 (23.97)	38 (26.03)	19 (13.01)	146 (100.00)
9.	Saintala	13 (6.19)	19 (9.05)	35 (16.67)	37 (17.62)	69 (32.86)	37 (17.62)	210 (100.00)
10.	Titilagarh	11 (4.58)	22 (9.17)	48 (20.00)	49 (20.42)	64 (26.67)	46 (19.17)	240 (100.00)
11.	Balangir (Municipality)	—	—	2 (8.70)	5 (21.74)	11 (47.83)	5 (21.74)	23 (100.00)
12.	Patnagarh (NAC)	—	—	2 (11.76)	3 (17.65)	6 (35.29)	6 (35.29)	17 (100.00)
13.	Titilagarh (NAC)	—	—	1 (10.00)	2 (20.00)	4 (40.00)	3 (30.00)	10 (100.00)
	TOTAL	106 (5.35)	193 (9.75)	339 (17.12)	408 (20.61)	537 (27.12)	397 (20.05)	1980 (100.00)
					67.78 Percentage			

Source: Based on Test Result.

**ANNEXURE XI :****BLOCK-WISE DISTRIBUTION OF MOPPING UP LEARNERS  
ACCORDING TO MARKS OBTAINED IN ARITHMETIC  
(MAXIMUM MARKS = 30)**

SL NO.	BLOCK	GROUP OF MARKS/NO. OF NEO-LITERATES						TOTAL
		0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 & Above	
1.	<i>Balangir</i>	7	15	21	43	28	12	126
		(5.56)	(11.90)	(16.67)	(34.13)	(22.22)	(9.52)	(100.00)
2.	<i>Deogaon</i>	14	21	33	79	77	58	282
		(4.96)	(7.45)	(11.70)	(28.01)	(23.31)	(20.57)	(100.00)
3.	<i>Gudvella</i>	5	11	19	33	21	15	104
		(4.8)	(10.58)	(18.27)	(31.73)	(20.19)	(14.42)	(100.00)
4.	<i>Khaprakhol</i>	9	21	36	38	46	30	180
		(5.00)	(11.67)	(20.00)	(21.11)	(25.55)	(16.67)	(100.00)
5.	<i>Lolsingha</i>	13	24	22	41	48	25	173
		(7.51)	(13.87)	(12.72)	(23.70)	(27.75)	(14.45)	(100.00)
6.	<i>Muribahal</i>	16	33	29	64	57	43	242
		(6.61)	(13.64)	(11.98)	(26.45)	(23.55)	(17.77)	(100.00)
7.	<i>Patnagarh</i>	4	11	17	73	75	47	227
		(1.76)	(4.85)	(7.49)	(32.16)	(33.04)	(20.70)	(100.00)
8.	<i>Puintala</i>	6	19	21	35	41	24	146
		(4.11)	(13.01)	(14.38)	(23.97)	(28.08)	(16.44)	(100.00)



9.	Saintala	19	26	31	62	33	39	210
		(9.05)	(12.38)	(14.76)	(29.52)	(15.71)	(18.57)	(100.00)
10.	Titilagarh	18	23	41	52	60	46	240
		(7.50)	(9.58)	(17.08)	(21.67)	(25.00)	(19.17)	(100.00)
11.	Balangir (Municipality)	--	-	1	8	9	5	23
				(4.35)	(34.78)	(39.13)	(21.74)	(100.00)
12.	Patnagarh (NAC)	--	1	2	3	5	6	17
			(5.88)	(11.76)	(17.65)	(29.41)	(35.29)	(100.00)
13.	Titilagarh (NAC)	-	-	1	3	2	4	10
				(10.00)	(30.00)	(20.00)	(40.00)	(100.00)
	TOTAL	111	205	274	534	502	354	1980
		(5.61)	(10.35)	(13.84)	(26.97)	(25.35)	(17.88)	(100.00)
					70.20 Percentage			

Source: *Based on Test Result.*



**ANNEXURE XII : AVERAGE MARKS OBTAINED BY THE NEO-LITERATES**

SL. NO.	BLOCKS	READING	WRITING	ARITH-METIC	TOTAL
1.	Balangir	23.19	16.84	21.04	59.94
2.	Deogaon	23.63	21.55	24.57	72.89
3.	Gudvella	23.20	16.83	23.80	64.70
4.	Khaprakhol	21.39	17.14	20.76	59.29
5.	Loisingha	26.73	16.04	23.75	62.94
6.	Muribahal	20.86	14.03	18.42	53.76
7.	Patnagarh	27.76	22.69	25.36	75.65
8.	Puintala	28.01	19.15	20.20	62.88
9.	Saintala	25.48	22.70	23.88	68.96
10.	Titilagarh	22.62	20.18	21.11	63.90
11.	Balangir (Municipality)	23.37	16.06	23.49	63.25
12.	Patnagarh (NAC)	22.62	20.18	21.11	63.90
13.	Titilagarh (NAC)	24.04	17.96	19.86	55.65
	<b>TOTAL</b>	<b>23.38</b>	<b>16.91</b>	<b>20.64</b>	<b>64.52</b>

*Source: Based on Test Result*

**ANNEXURE XIII : AVERAGE MARKS OBTAINED BY THE MOPPING  
UP LEARNERS**

<b>SL. NO.</b>	<b>BLOCKS</b>	<b>READING</b>	<b>WRITING</b>	<b>ARITH- METIC</b>	<b>TOTAL</b>
1.	Balangir	20.10	17.85	19.95	56.51
2.	Deogaon	25.48	22.70	23.88	72.06
3.	Gudvella	19.54	16.68	18.55	51.15
4.	Khaprakhol	22.62	20.18	21.11	63.90
5.	Loisingha	26.12	19.42	21.74	69.60
6.	Muribahal	20.62	19.25	19.75	63.75
7.	Patnagarh	26.75	22.48	24.20	71.23
8.	Puintala	25.05	21.65	22.27	64.11
9.	Saintala	27.26	22.98	23.20	74.55
10.	Titilagarh	20.23	18.18	21.95	64.12
11.	Balangir (Municipality)	20.46	16.92	20.17	64.35
12.	Patnagarh (NAC)	21.26	20.97	21.06	65.06
13.	Titilagarh NAC	21.75	18.38	20.19	67.19
	<b>TOTAL</b>	<b>22.95</b>	<b>20.41</b>	<b>21.27</b>	<b>65.89</b>

*Source: Based on Test Result*